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ABSTRACT

The guide presents instructional units aimed at developing career education for grades 7-12. Each unit provides detailed objectives, activities, resources, and evaluation methods; several units also include related activities, instructional materials, and worksheets. Topics (arranged by grade in the guide) include: plot development; art; building America; character study; highway maps; communication skills; environmental awareness and pollution; geologists and petrologists; skin care and requirements for cosmetology school; State constitution; justice in the courts; consumer economics; business forms, data processing, and bookkeeping (for general business students); adding machines; careers in clothing and textiles; projects and occupations in chemistry, physics, and biology (with specific career information); first aid; and technical reading, (JR)

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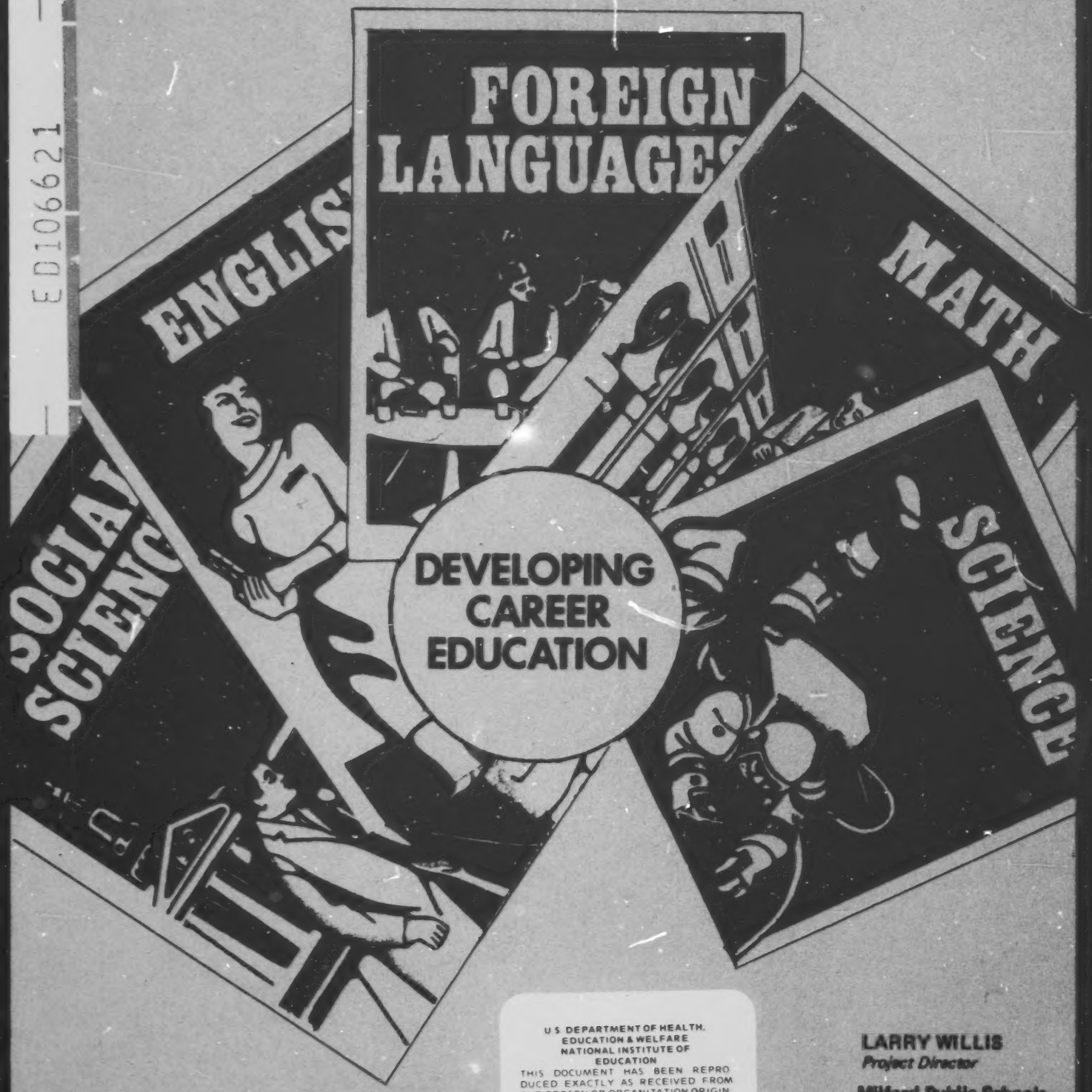

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CE003794

2

7-12 INSTRUCTIONAL UNITS

NEBRASKA STATE DEPARTMENT OF EDUCATION
Division of Vocational Education

TEACHER'S NAME Julie Jantzi Grade Level 7

ELEMENT: Career Awareness, Educational awareness

Unit Title: PLOT DEVELOPMENT

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
The student will be able to write an explanation telling how the author of his story created interest early in the story.	A writer has to interest you early in the story. He does this through the use of suspense, usually by setting a question in your mind. He usually does not ask the question, but through his descriptions, causes you to ask it Explain how the author of your story created interest or suspense in the early part of the story.	Introduction to Literature, p. 1	Essay on "How author creates interest."
Students will be able to analyze and explain plot development in an illustration.	Make a drawing which shows plot development. (Comparisons)		Illustration of plot development.
Students will be able to identify emotional reaction in their story by picking out two incidents which aroused their emotional reaction.	State your emotional reaction to the story you are reading.		Identification of 2 incidents which aroused emotional feelings.
Students will write their own ending for the book they are reading.	After reading about ½ of the book, think about possible endings, then finish the plot structure by writing your own ending.		Written ending

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will identify basic conflicts in their book by a written essay or class discussion.	What is the basic conflict in your story? (There may be more than one)		Written essay and/or oral discussion of conflicts in students books.
Students will be able to analyze orally in class the author's background and events in the story after they research the author's life.	When writing, it is best to choose a topic about which hou have had definite understanding or experience. Do you feel your author had experience with the things he wrote about. See if you can find: a. book jackets about author b. biographies c. information in encyclopedias d. check with the librarian	Book jackets Biographies Encyclopedias	Class discussion of authors life related to events of the stories.
Students will write an ending for Cremation of Sam McGee.	Poems can also tell a story. These poems are called narrative poems. Read the Creamation of Sam McGee. STOP at line 55 and write how you feel it will end.	Introduction to Literature, p. 39.	Write ending to Cremation of Sam McGee
Students will fill out a form analyzing the importance of plot development as stated by a local writer.	Local writer or publisher speaking on importance of plot development.		Analytic form.

TEACHER'S NAME Julie Jantzi Grade Level _____

ELEMENT

Unit Title: PLOT DEVELOPMENT

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will analyze the relationship of events and plot structure by changing the events in their book.	Write a short story using exactly the opposite events in plot structure which happened in your book.		Paper describing events opposite of those events in the story.
The student will analyze his ability to write based on his experiences by listing them in order.	List in your reading folder the experiences you have had which you feel you could write about due to your knowledge about them. List them so that those experiences you know list come first.		List of experiences.
Students will analyze their plot structure by listing the "rising actions" in their folder.	Answer the question "What happens" in your story by listing as they happened incidents which lead to the climax (High point of interest)		List incidents of rising actions in folder.
Students will be able to analyze their plot structure by making a picture scrapbook about the plot of their story.	Make a picture scrapbook showing plot structure of your story.		Scrapbook picturing the plot of the student's book.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

RELATED ACTIVITIES FOR PLOT DEVELOPMENT

1. Read page 1, Introduction to Literature.

   A. In your own words, explain "reality" as it applies to literature.

   B. What 2 questions do we ask as we read the short story?

2. A writer has to interest you early in the story. He does this through the use of suspense, usually by setting a question in your mind. He usually does not ask the question, but through his descriptions, causes you to ask it. Explain how the author of your story created interest or suspense in the early part of the story.

3. Illustrate plot development.

4. When an author writes a story, poem, or a play, he expects the reader to have an emotional reaction to it. Related to your story, what is your emotional reaction? Point out 2 incidents in the story which aroused this feeling in you.

5. After you read ½ of your book, predict the ending. Write it down and put in in your folder. Don't peek at the end. Your grade is based on your creativity, not your agreement with the author. Bring it to our oral discussion.

6. Make a list of unfamiliar words encounterd in your reading. Keep these on a sheet in your reading folder.

7. What is the basic conflict in your story? Write (There may be more than one)

8. When writing, it is best to choose a topic about which you have had definite understanding or experience. Do you feel your author had experience with the things he wrote about. See if you can find:
   a. book jackets about your author
   b. biographies
   c. information in encyclopedias
   d. check with the librarian too.

   Bring these to the oral discussion.

9. What topics do you feel you have had enough experience with to develop a plot. Make a list in your folder.

10. Answer the question "What happens" in your story by listing as they happened incidents which lead to the climax (highest point of interest).

11. Poems can also tell a story. These poems are called narrative poems. Read The Cremation of Sam McGee, Robert W. Service, in the text. STOP at line 55 and write how you feel it will end.

12. Local writer or publisher speaking on importance of plot development.

13. Describe the setting in your book. Does it help in the plot development? Explain.

14. Write a short story using exactly the opposite events in plot structure which happened in your book.

15. Make a picture scrapbook showing plot structure of your story.

TEACHER'S NAME Julie Jantzi Grade Level 7

ELEMENT Career awareness, educational awareness, decision making

Unit Title: The art of Storytelling

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
The students will analyze the concerns of a writer by reading p. 121 of the text and answering the question posed in the activity.	REad text, p. 121 Action and people are important parts of the story, but an author is also concerned with: 1. 2. 3.	Introduction to Literature, p 121.	List 3 things which are involved in the act of storytelling.
The student will analyze the steps for becoming a better reader through understanding the author's techniques in answering the question stated in this activity.	Read text, p. 121 Explain how a reader can improve his reading skills through an understanding of the author's techniques.	Introduction to Literature, p. 121	Explain, in a written eassy, how a reader can improve his reading skills through an understanding of the author's techniques.
Students will identify and use techniques for developing various moods by writing descriptions of scenes, emotions and feelings.	A writer establishes the mood of his story by the way he describes how different things look, feel, and sound. a. create different moods by describing various scenes. b. create different moods by describing a characters feelings and emotion.	Introduction to Literature, p. 33ff	Explain in a written essay, how a reader can improve his reading skills through an understanding of the author's techniques.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will identify and list the conflicts in their story.	Stories seem to be built around conflicts. What causes these conflicts? It is important as you read through major and minor conflicts to ask "why do people act as they do?" This will help you understand other people. If you understand others you will be better prepared to live in the world around you. a. List conflicts in your story.	Introduction to Literature, p. 122.	List of conflicts identified by students.
Students will analyze and explain why the conflicts were created in an essay.	Re-examine the story, the setting, characters, etc., and explain why these conflicts exist.		Explanation of conflicts in students' books in an essay.
Students will analyze and explain what motivated characters to become involved in various conflicts in an essay.	Review the background of the main characters involved in the conflicts. Identify the motivation which moves the characters to become involved in conflicts.		Essay explaining character motivation.

TEACHER'S NAME Julie Jantzi Grade Level 7

ELEMENT

Unit Title: THE ART OF STORYTELLING

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will identify and list, through reading pp. 122-136, two forms of conflicts.	To improve your understanding of conflicts and motivations read pp. 122-136. Be sure to read the introduction too.	Introduction to Literature, pp. 122-136.	List 2 types of conflict forms.
Students will analyze the conflicts in their stories in class discussion, determining if these conflicts are man verses man or man verses nature.	Conflicts may take two major forms: a. man versus man b. man versus nature and his environment.		Class discussion of basic conflict types relative to student stories.
Students will analyze to selection of detail by writing down reasons why the author of his story excludes and includes the information as it was.	Selection of detail is a challenge to a writer. It is important to choose the right detail for a story. Find some descriptions of events in your book. What things did the author leave out? Explain why the information was not needed.	Introduction to Literature, p. 157.	Written analyzation of selection of detail in students' book.
Students will analyze the use of irony and satire by defining them and finding examples in their books.	Look up and define "satire." Authors often use satire to ridicule and scorn human folly so they can improve humanity. Look up and define irony. Try to find examples of irony and satire in your story.	Introduction to Literature, pp. 147-155.	Definitions and examples of irony and satire written out.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will make written appraisals and evaluations about the effect of point of view after they describe the same scene as seen by 3 different people.	a. five year old girl b. 80 year old man c. teenager Explain how your story might have been different if it had been told by a different person. Explain why an author needs to be aware of the character who is telling the story's point of view.	Introduction to Literature p. 54ff	
Students will appraise, evaluate and make judgements in writing about the role of minor characters in their stories.	As you read the story, consider the minor characters. Although the story is usually centered on one person, the minor characters have various functions in directing the action of the story. When you meet a minor character, you should ask, why is he here? How does he influence the action? List your minor characters and explain why they are included in the story.	Introduction to Literature, p. 161ff	Written explanation of the role of various minor characters in the story.

TEACHER'S NAME Julie Jantzi

Grade Level _____

ELEMENT

Unit Title: THE ART OF STORYTELLING

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will analyze career possibilities for themselves after they have written a short story.	Write a short story considering the following: a. plot structure b. character development c. point of view d. selection of detail e. setting f. major and minor character g. conflict h. mood		Students will make appraised or self-evaluation of his future as a writer.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

RELATED ACTIVITIES FOR ART OF STORYTELLING

1. Read text, p. 121, and answer the following questions:

   a. name three things which are involved in the act of story telling.

      1.

      2.

      3.

   b. Explain how a reader can become a better reader.

2. A writer establishes the mood of his story by the way he describes how different things look, feel, and sound.

   a. create different moods by describing various scenes.

   b. create different moods by describing a character's feelings and emotion.

3. A mood can be created by words and sentence structure. Create a mood by words and sentence structure for the following:

   a. Gay

   b. Worry

   c. Terror

4. Stories seem to be built around conflicts. What causes these conflicts. It is important as you read through major and minor conflicts, to ask "why do people act as they do?" This will help you understand other people. If you understand others you will be better prepared to live in the world around you.

   a. list conflicts in your story.

   b. analyze and explain why these conflicts were created.

   c. analyze and explain why your characters acted as they did.

5. To improve your understanding of conflicts and motivation read pp. 122-136. Be sure to read the introduction too.

6. Conflicts may take two major forms:

   a. man versus man

   b. man versus nature and his environment.

   List the conflicts in your story under the type it is.

7. Selection of detail is a challenge to a writer. It is important to choose the right detail for a story.

   Find some descriptions of events in your book. What things did the author leave out? Explain why the information was not needed.

8. Look up and define satire. Authors often use satire to ridicule and scorn human folly so they can improve humanity.

   Look up and define irony.

   Try to find examples of irony and satire in your story.

9. Point of view will affect a story.

   A. Describe the same scene as it would be seen by:

      1. five year old girl

      2. 80 year old man

      3. Teenager

   B. Explain how your story might have been different if it had been told by a different person.

   C. Explain why an author needs to be aware of the character who is telling the story's point of view.

10. As you read your story, consider the minor characters. Although the story is usually centered on one person, the minor characters have various functions in directing the action of the story. When you meet a minor character, you should ask, why is he here? How does he influence the action?

    List your minor characters and explain why they are included in the story.

11. Write a short story considering.

    a. plot structure
    b. character development
    c. Point of view
    d. selection of detail
    e. setting
    f. major and minor character
    g. conflict
    h. mood

TEACHER'S NAME Julie Jantzi

Grade Level 7

ELEMENT: Decision making, Career Awareness, Educational Awareness

Unit Title: BUILDING AMERICA

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
The students will prepare themselves for reading their book by reading background information and listing these things on a sheet of paper.	These stories tell you much about America's traditions, beliefs and heroes. It is important to understand the background and setting of your story. Before you read: Look up background information in: 1. encyclopedias 2. text 3. magazines 4. biographies List some things you learned.	Library materials	List of background information about author, authors setting and setting of this book.
Students will be able to picture the setting of the story by locating it on a map and noting landforms, rivers, etc.	While you're reading: Find approximate location of settings on map. Keep the map handy. When rivers, mountains, etc., are mentioned, check the map. Note towns in the area.		List landform, mountains, etc., of the area.
Students will analyze the importance of settings by changing the setting of their story to the 20th century.	Setting is very important in historical fictions. List a number of changes which would need to be made if you were to put your story in the 20th century.		List changes which are necessary if the story will be put in a 20th century setting.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will find job descriptions in their books from other periods of American history anc compare them to similar careers of today.	What occupations were mentioned? Describe them by piecing together what the author has presented. Does this occupation still exist? If so, how has it changed? 1. salary 2. equipment 3. hours 4. duties	Occupational Outlook Handbook, 1972-73	Comparisons of careers from the book setting to careers of the 20th century in terms of: 1. salary 2. equipment 3. hours 4. duties
The student will compare and analyze careers mentioned in his book to a related career of the 20th century and make a written description of the advantages.	What advantages does this career worker have in the 20th century?		Comparisons of careers from the book setting to careers of the 20th century in terms of advantages.

RELATED ACTIVITIES FOR BUILDING AMERICA

1. These stories tell you much about America's traditions, beliefs and heroes. It is important to understand the background and setting of your story.

   a. Before you read:

      Look up background information in

      1. Encyclopedias
      2. Text
      3. Magazines
      4. Biographies

   List some things you learned.

   b. While you're reading:

      Find approximate location of settings on map. Keep the map handy. When rivers, mountains, etc., are mentioned, check the map. Note towns in the area.

   c. List the sources you used to get background information about your book.

2. List somethings you think will be included in Building America books for our era.

3. Setting is very important in historical fictions. List a number of changes which would need to be if you were to put your story in the 20th century.

TEACHER'S NAME Julie Jantzi

Grade Level 7

ELEMENT: Career Awareness, Educational awareness

Unit Title: CHARACTER STUDY

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
tudents will be able to analyze the need to read about a variety of characters in literature by reading p. 53 of the text and answering 2 questions.	REad p. 53 in text. Answer the following questions: a. you read literature to learn more about: 1. 2. b. Explain why reading is important.	Introduction to Literature p. 53	2 questions analyzing the need to read about a variety of characters in literature.
Students will analyze an undesirable character by explaining in a written essay why they did not like him/her.	Was there a character you did not like in this story? Explain in an essay why you did not like him/her.	Free reading book from 7th grade reading list.	Essay explaining why students did not like a character in their book.
Students will analyze an undesirable character by explaining why they did not like nim/her.	What made this character do things you did not like?	Free reading book.	
Students will be able to analyze after reading "The Strangers That Came to Town", the Dewitch family by answering question 3, p. 68.	Read pp. 54-67, "The Strangers Came to Town". Answer questions 2 and 3.	Textbook, pp. 54-68.	Essay answer to question #3, p. 68.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will analyze the characters of their story by finding pictures for their scrapbooks depicting their characters.	Make a scrapbook by cutting out pictures which depict your characters. Drawings may be added to the pictures.		Scrapbook with pictures of characters in their reading books.
Students will analyze character motivation by observing someone and writing down their activities and then explain why they feel the person did what he did.	Keep an anodotal record of someone you can observe. Write down several things they do. Explain what you think made them do this. Ask them why they did it. Write that down.		
Students will be able to write descriptions of characters so others are able to pick them out of a group.	Collect pictures of ten people from magazines. Paste them on cards, and carefully prepare a description of each. Put that description on a sheet of paper. Read your descriptions to other students to see if they can pick out the person described. Describe only the person, not clothes or surroundings.	Looking Forward to a Career, Writing, Ethel Erkkila Tigue	Written descriptions of characters on cards.

TEACHER'S NAME Julie Jantzi Grade Level 7

ELEMENT

Unit Title: CHARACTER STUDY

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will be able to describe body parts so others can pick them out of a group.	Collect pictures or drawings of the following items. Do the above activity. All pictures should be from one type such as people, dogs, etc. 1. lips 2. eyes 3. ears 4. legs 5. hair 6. others		Written description of body parts on cards.
Students will analyze the difference between the mailman and garbage man and a dress saleslady and a shoe salesman in a written description.	If you were writing a story, how would you make your description of the: 1. mailman differ from the garbageman. 2. dress saleslady differ from the shoe salesman.		Written description of mailman, garbage man, dress and shoe sales persons.
Students will analyze character type through application of make up.	Apply make up for different types of characters: mean man, sweet girl, business woman, sad grandfather.	Stage Make up, Richard Corson	Apply makeup to students.
Student will analyze the career of a playwright by researching a playwright's job and writing a short play.	Read Theatre--An Introduction, pp. 381-391. In the counselor's office gather information about a playwright career. Write a short play.	Theatre--An Introduction, Oscar G. Brockett, pp. 381-391, 792 Bro.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Students will analyze character makeup through a development of personalities in actions and appearance.	Develop your characters through their action as well as their appearance.		Written play
Students will analyze careers to determine those which require an understanding of people by looking for job descriptions, which they will present to the class..	Find an occupation which you feel would require you to understand people. This should be an oc cupation you feel you would enjoy. Look this occupation up in the counselor's offic. Write down information about the job such as: salary, job description, hours, training, places of employment.	Occupational Outlook Handbook, 1972-73. Analysis of 15 occupational Clusters Identified by the U.S. Office of Education.	Oral presentation of career material.
Students will analyze the career of a casting director by researching the job and directing a small, classroom play.	Read The Theatre an Introduction, pp. 392-419., 792 Bro. Read related sections: actor, p. 420-438 scene design, pp. 439-474 costume, pp. 475-497 theatre as a profession, pp. 539-552. Optional reading: Pantomimes, Charades, and Skits, 792 How, by Vernon Howard		Presentation of play at rest home; Vets, hospital, etc.

TEACHER'S NAME Julie Jantzi Grade Level 7

ELEMENT

Unit Title: CHARACTER STUDY

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Dramatization, Sarah E. Simons, 792, Sim.	Dramatization, Sarah E. Simons	Play presented at Resthome, Vets Hospital, etc.
	Fun With Skits, Stunts, and Stories, Helen and Larry Eisenberg, 792 Eis.	Fun With Skits, Stunts, and Stories.	
	Direct a play.		
Students will analyze a playwright and/or directorship by listening to a presentation by a local person and filling out a questionnaire.	Visitation by local playwright and director.		Questionnaire on speakers presentation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Teacher's Name Linda Smith Grade Level 7-9 Page 1

Concept:

Subconcept: Highway Maps and what are some of the jobs in the different geographical areas

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Name 3 towns between 30,000 and 400,000 population and be able to find their locations on the map.	Worksheet--- (Population) and part of worksheet the students will get in groups of two's and find the towns on the map for one another.	1972 Official map of Nebraska	Teacher will give 5 towns to each student individually and the student will find the locations on the map. The 5 towns will be: Milford L-26 Grand Island K-21 Lincoln K-27 Seward K-25 Omaha B-33
2. Given the Rules of the Road, the student will be able to write the speed limits for interstate, rural highways, and in cities and villages and have some knowledge of motor vehicle safety.	1. Read Rules of the Road and Discuss.		Quiz over speed limits--- must get 75% correct.
3. Given two locations (example: Seward and Omaha) the student will be able to trace the route using the correct highways and speed limits.	1. Situations where students will trace routes telling correct speed and highway to take.	Map of Nebraska	Teacher will give students two different locations: Milford--Hastings Seward--Fremont The student should get 80% correct on tracing the appropriate route.
4. Given the communities of: Lincoln, Grand Island, Omaha, Scottsbluff, and North Platte, the student	1. Write letters to the Chamber of Commerce.	Films on industry in Nebraska.	

Subconcept: Highway maps and what are some of the jobs in the different geographical areas

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
will be able to pinpoint industry on the map and will get an idea of what kinds of jobs Nebraska offers.	2. Make a mural of industries in Nebraska and where they are located. 3. Visit 2 business areas in Milford		

WORKSHEET SITUATIONS

1. John Smith went on vacation. He left his home in Pleasant Dale to travel to Ogallala. What route did he take and what speed limit did he drive to get there?
Ogallala J-10
Pleasant Dale K-26

2. Mary Jones wanted to visit her mother in Wilber. Mary lived in Milford. What route did Mary take and what speed limit did she use to drive there?

3. In the following situations tell: 1. What route to take and 2. what speed limit to drive:

a. from Lincoln to Omaha

b. From Seward to Dorchester

c. From Crete to the Santee Indian Reservation

d. From Milford to the Nebraska National Forest near Halsey.

QUIZ

Rules of the Road

Speed Limits (Unless Otherwise Posted)

Interstate Highways

1. _____ MPH is the maximum speed limit for passenger cars on the interstate highway and _____ MPH is the minimum for all vehicles.

2. The maximum speed limit for freight-carrying vehicles on the interstate is _____ MPH.

3. If you have a cabin over 23 feet in length what is the maximum speed limit you can drive at? _____ MPH.

In Cities and Villages

4. In a residential district the speed limit is _____ MPH.

   In a business district the speed limit is _____ MPH.

5. It is lawful to pass on a yellow line when it is on the driver's side. True or False

6. On rural highways the speed limit is _____ MPH sunrise to sunset.

7. _____ MPH is the speed limit on gravel or unpaved roads.

Worksheet for Nebraska Map Unit

Use Milford as your main location

A. Principal through Highways

1. two lane, paved (Give two examples)
   a. _____
   b. _____

2. Multilane divided, access fully controlled a _____

3. Name a town near a full traffic exchange _____.

4. What is the name of the interstate marker _____.

5. Name two National Parks or Memorials

   a. _____

   b. _____

6. Name two State Parks

   a. _____

   b. _____

7. Name two Indian Reservations

   a. _____

   b. _____

8. Name three campsites (the town)

   a. _____

   b. _____

   c. _____

9. Name three National Forests a._____ b._____ c._____

10. Raise your hand and show me on the map where the time zone boundary is. ____ok

11. Raise your hand and show me the county boundary around Milford. _____ok

12. In Seward County name 2 towns under 1,000:

   a. _____

   b. _____

Answer key for worksheet for Nebraska map

1. a. Highway 6

   b. Highway 15

2. a. I 80

3. Goehner
   Beaver

4. I 80

5. Scottsbluff National monument; Niobrara

6. Fort Robinson State Park

   Niobrara State Park

7. Winnebago Indian

   Santee Indian

9. Ogallala
   McKilnie
   Nebraska

10. Show

11. show

12. Pleasant Dale
    Beaver
    Tamora

Test over Mileage Chart

Find the Distance Between the Towns

TOWNS	MILES
1. Seward--York	_____
2. Lincoln--Beatrice	_____
3. Omaha--Lincoln	_____
4. Grand Island--Omaha	_____
5. Lincoln--Seward	_____
6. Kearney--Holdredge	_____
7. Chadron--York	_____
8. McCook--Alliance	_____
9. Kimball--Fairbury	_____
10. Fremont--Valentine	_____

Worksheet--Mileage Chart

To find the distances between two towns, trace down the vertical column of one town to its intersection with the column of the other.

Example: Chadron to Falls City, 528 miles

Find the distances between these towns

1. Seward-Lincoln _____
2. York-Seward _____
3. Lincoln-Grand Island _____
4. Fairbury-Beatrice _____
5. Sidney-O'Neil _____
6. Lincoln-Nebraska City _____
7. York---Alliance _____
8. Norfolk-Chadron _____
9. Omaha-Seward _____
10. Seward-Lexington _____
11. Kearney-Holdredge _____
12. Hastings-Kearney _____
13. North Platte-Gering _____
14. Omaha-Blair _____
15. Nebraska City-Beatrice _____
16. Columbus-Kearney _____
17. South Sioux City-Omaha _____
18. Wayne-Lincoln _____
19. Valentine-Seward _____
20. Lexington-North Platte _____

Worksheet--Population

Name the towns, put down their population and their letter and number.

Example: Polk 413 J-23

1. Name four towns under 100 population.

M/P

_____a.
_____b.
_____c.
_____d.

2. Name four towns between 101 - 1,000 population.

M/P

_____a.
_____b.
_____c.
_____d.

3. Name four towns between 1,001 - 15,000 population

_____a.
_____b.
_____c.

5. Get into groups of two's and find your town on the map--your partner will then check it off if correct.

Subconcept: Highway Maps & What are some of the jobs in the different geographical areas

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Name 3 towns between 30,000 and 400,000 population and be able to find their locations on the map.	1. Worksheet--(Population) and part of worksheet the students will get in groups of twos and find the towns on the map for one another.	1972 Official Map of Nebr.	1. Teacher will give 5 towns to each student individually and the student will find the locations on the map. The 5 towns will be: Milford L-26 Grand Island K-21 Lincoln K-27 Seward K-25 Omaha B-33
2. Given the rules of the road, the student will be able to write the speed limits for interstate, rural highways, and in cities and villages and have some knowledge of motor vehicle safety.	1. Read Rules of the Road and discuss.		2. Quiz over speed limits--Must get 75% correct.
3. Given two locations (Example: Seward & Omaha) the student will be able to trace the route using the correct highways and speed limits.	1. Situations where students will trace routes telling correct speed and highway to take.	Map of Nebraska	3. Teacher will give students two different locations. Milford-Hastings Seward-Fremont The student should get 80% correct on tracing the appropriate route.
4. Given the communities of: Lincoln, Grand Island, Omaha, Scottsbluff, and North Platte, the student will be able to pinpoint	1. Write letters to the Chamber of Commerce of each town.	Films on industry in Nebraska	

Subconcept: Highway Maps and what are some of the jobs in the different geographical areas

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
industry on the maps and will get an idea of what kinds of jobs Nebraska offers.	Make a mural of industries in Nebraska and where they are located Visit 2 business areas in Milford		

Concepts:
1. Self understanding and acceptance are necessary for a well balanced individual
2. Individuals differ in interests, abilities, attitudes.
3. There are a wide variety of occupations.
4. Introduction of various occupations is important.
5. Education and work are interrelated.

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
1. The student will be aware of the wide variety of occupations in the television industry. 2. The student will be familiar with terminology used in the broadcasting industry. 3. The student will discuss in essay form the characteristics of one performing career and one non-performing career in television. 4. The student will use standard punctuation and grammar in his compositions. 5. The student will recognize and develop interpretative and communicative skills necessary to prepare effective television programming. 6. The students will analyze and prepare effective television commercials and programs.	1. Have students watch the "credits" portion of news, variety, dramatic, etc. shows to identify types of jobs involved in presenting these programs. 2. Have a TV personality visit the class to discuss his role, the roles of "behind the scenes" workers, and his use of communication skills in his work. This discussion could take the form of a panel discussion. 3. Select one job in each area (performing, non-performing), explore it, and write a two page composition on each using the following data: a. qualifications b. preparation c. opportunities d. work responsibilities e. communication skills	TV Works Like This, Joanne Benedick, (621.388) Careers in Television, National Association of Broadcasters, 1970, VF Job Opportunities in Television, National Broadcasting Company, VF Occupational Outlook Handbook Quest Activities Dizard, Wilson P., TV A World View, (384.554) Gross, Ben, I Looked & I Listened, (791.4)	Evaluations will be made on the following activities: #3, #4-c, #5, #7, and #10.

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
	4. The student will orally evaluate the various means of communication (verbal, non-verbal) and their impact utilized by the performing artist by: a. studying various television programs with and without the sound. b. Playing charades and mirror games to analyze body language (body control, posture, body position and movement, and facial expression). c. Practicing techniques of interpretative reading and speaking. 5. The students will discuss the techniques of listening and its importance. Then they will prepare television news shows by role-playing the jobs of reporters covering special events--political speeches, school activities, social events. 6. Plan and decorate a bulletin board showing the use of communication skills in the television industry. 7. Plan and film a television show which will include news		

Subconcept: Investigation of the communication skills used in the television industry

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	reporting, commercials, and a dramatic presentation. 8. Have students study terminology used in the industry by means of a terminology BINGO game and crossword puzzles. Also use password. 9. Take a field trip to a television studio. The tour should include all departments of the station. 10 Visit local businesses and prepare a television advertising campaign.		

Teacher's Name Ted Allison

Grade Level 8

Concept: 1. Education and work are interrelated
2. Social fulfillment
3. Supply-demand of occupations
4. Wide variety of occupations
5. Occupations exist for a purpose

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. List 7 major pollution problems in the U.S. and explain: a. why they are problems b. why they occur c. what needs to be done to correct and prevent them.	1. Lesson 1: Filmstrip & record "Identify Problems of Environment." Students will list problems of environment from most serious to least serious and classroom discussion. Lesson 2 Student Assigned Reading #2 hand out a. list man's actions which destroy or diminish the quality of those elements and forces. 2. Each group will be given a list of suggested topics for Reports on Environment and will be given orally in class. Lesson #3--Students assigned reading #3 Environmental Challenge a. Classroom discussion of reading and graphs.	Vertical File: Pollution "Bulletin", June 1972, The Auto vs City Ringleman Scale for measuring Air Pollution "Air Pollution Primer" The Effect of Air Pollution (HEW) Air Pollution A National Sample (HEW) Man Environment and the Atlantic Alliance Automotive Air Pollution (Joint State Govt. commission) noise Third Pollution "public affair pamphlet" Bulletin--July, Aug. 1970, "Can Man Survive"	Written Examination on Environment and Pollution. Test will include matching and essay questions. 2 essay 5 definition 20 multiple choice ranking problems 5 questions
3. To be able to evaluate what an individual can do to promote a better environment. To be able to list 3 ways of each of the following of how he could help improve the environment.	1. Lesson 4--Viewing different specimens of H_2O under the microscope for plant and animal life. A. different samples of H_2O 1. tap water 2. pond water	Bulletin--Feb. 71, Is The Nation Losing its Fight Against Air Pollution The Battle for Clean Air Public Affair pamphlet	

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
a. steps to avoid waste b. alleviate disposal problems c. recycle d. use household products carefully. e. reduce air pollution f. conserve electricity g. avoid excessive noise h. conserve water i. get involved By means of a written examination 80% accuracy.	3. Blue River a. east b. west 4. Creek 5. Field lot run-off 2. Will add the following and test with H_2O a. detergents b. DDT c. boiling water d. clorox e. fertilizers 3. Effect of water filtered through sand. Test three different specimens of H_2O 1. tap 2. pond 3. Blue River 4. creek 5. run off from field lot 6. Bluestone solution 7. vinegar solution 4. Distill three different specimens of H_2O to purify it. Lesson 4, part 2 1. Assigned Reading Handout #4 a. student will make a list what they can do personally to reduce water pollution. b. Classroom discussion at eliminating H_2O	You Can Help Keep Air and Water Clean, Humble Oil Co. "A Pledge and a Promise" Anheuser Busch Conservation and Natural Resources subcommittee, U.S. Govt. Printing Office 70 Air Pollution and Your Health, Natl. TB and Respiratory Disease Association A Glossary on Air Pollution and the Pollutants Nat. TB and Respiratory Disease Assoc. Our Troubled Waters the Fight Against Water Pollution(Public Affairs pamphlet) Is this the air you want to breathe? Life, Feb. '69 1972 UN conference on the Human Environment, Dept. of State	

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Pollution to the specific subject of Occupation related to H_2O Pollution. Lesson #5, Reading and Graph 1. Assigned to students Handout #5 Air Pollution a. Classroom discussion of Readings Lesson #6, Students assigned job description handouts. a. discussion of handout and methods they can help control air pollution. b. Studetns will place glass beaker filled with water to detect air pollution by comparing it after it has set for several days with fresh water. c. One student will collect 3½ lbs. of trash daily to bring to class. Lesson #7, Students assigned reading #7 "Solid Waste" 1. Classroom discussion of reading Lesson #8 A field trip to clean up the environment Lesson #9--Students assigned reading #9, Land Use in the United States Lesson #10--students assigned reading #10, "The Problem of Mercury"	"Cutting through Smog" article by R.S. Winslow "Plugging the Pipes of Pollution", Christian Science Monitor, '66 "The Crisis in Water Its Sources, Pollution and Depletion" Saturday Review, Oct. 1965 "Myths of the Western Dam", Saturday Review, Oct. 1965 "The Great and Dirty Lakes", Saturday Review, Oct. 1965 "Not Any Drop to Drink" ▸ Saturday Review, Oct. 1965 Air Pollution Invites Disease, NTRDA bulletin "What Can be Done About Air and Water Pollution in the U.S.", Christian Science Monitor Reading and tapes Career Education in the Environment by Olympus Research Corporation	

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	a. Classroom discussion of contaminants and endangered wildlife. Lesson 12, Urban Environmental Problems---noise pollution--effects of crowding 1. tape on noise pollution 2. classroom discussion of reading #12 Lesson 13--Assigned Reading #13, Man an Endangered Species 1. Classroom discussion Lesson 14, Assigned reading #14, "What is Being Done" 1. Slide-tape show solutions to environmental problems	A. Conservation News and Articles 1. oil spills--solid waste 2. what you can do today 3. detergent etc. 4. they said it couldn't be done 5. DDT--Makes eggshell break 6. New Auto Pollution Standards 7. DDT & the court squeeze 8. Bankers Pollution code 9. The noise we live with 10. What's the SST Got to do with water Faucets anyway 11. A DDT Event 12. studying air pollution 13. justice dept. guidelines for investigations of violations of the 1889 Refuse Act 14. One Way 15. Livestock feedlot pollution. 16. Phosphates--The Govt. Dirty Ring 17. Redefining garbage 18. Vol. 32, No. 23 19. Vol. 35, No. 15	

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCE	EVALUATION
		20. Air pollution and the Birmingham 5 Vertical File--Conservation "Concept of Conservation" "By which We Live" (Natl. Wildlife Federation) "An Environment Fit for People" (Public Affair Pamphlet) "The Third Wave" (magazine) "The Population Challenge" (Magazine) "It's Your World" (Magazine) "Quest for Quality" (U.S Dept. of the Interior) Conservation yearbook. "Man an Unchanged Species?" (Magazine) Conservation News: vol. 35, #7, April 70 vol. 34, #1, Jan 69 vol. 35, #14, July 70 Vol. 35, #13, July 70 vol. 35, #11, June 70 vol. 35, #12, June 70 FILMS: Nebraska Dept. of Health "A Day at the Dump" 15 minutes "Health and the Cycle of Water", 12 min. "Heritage of Splendor", 18 min. "Land Betrayed, 10 min.	

Teacher's Name Ted Allison Grade Level 8 Page 6

Subconcept: Environmental Awareness and Pollution

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		"The Third Pollution--Solid Wastes", 23 min. "Water, Friend or Enemy", 23 min. "Water--Old Problems New Approaches", 30 min.	

TEACHER'S NAME Ted Allison Grade Level 8

ELEMENT: Career Awareness, Beginning Competency, Educational Awareness,

Unit Title: Conservation Cluster: Conservation officer, Range manager, Forester, Forester Aide (team approach with Mike Shimeall)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completion of conservation unit, the students will have acquired some of the beginning competency of skills and knowledge that is required of a conservation officer or forester. Students will be evaluated by the following means: 1. collection (leaf) 2. lab work completed 3. written results from trip	1. Collection of leaves: Get a short twig with several leaves, to show leaf placement as well as twig and bud characteristics. Press leaves between sheets of newsprint or other soft paper. Set a board on top of your press with a heavy weight on it. Turn and change the paper daily or every few days. After leaves are pressed, mount them on cardboard with strips of gummed paper. Turn some over to show reverse side. Cover with cellophane. Label your speciman with common and scientific name, date of collection, locality, and notes. 2. Take a tree census of the community. Get a map of your town or neighborhood. Follow it systematically, marking down the location and name of each tree you find. Keep a count of species as you go.	Trees A Guide to Familiar American Trees, Golden Press Colliers Encyclopedia, p. 456 Pond life, Golden Press Trees, Beaty, Johny Trees, Howard, Charlotte Trees--How to know the Trees, Jaques, H.E. The Trees, Richter, Conrad Trees, Zim, Herbert S.	1. Students will be evaluated by the quality of the following: 1. Leaf collection 2. Lab work completed 3. Written results and material from the field trip.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Make a leaf collection from the various trees that can be found in the community. 4. Visit Beatrice Homestead Monument: 1. Find variety of leaves from trees located there. 2. Take a sample of well water and creek water. 1. test for nitrates 2. test for amount of mud, etc., in H_2O 3. Locate variety of grasses or types of flowers in the Homestead Monument. Make a collection of local flowers and grasses before going on field trip. 1. flowers 2. grasses 3. shrubs		

TEACHER'S NAME Ted Allison Grade Level 8

ELEMENT: Career Awareness, Educational Awareness, Beginning Competency

Unit Title: Geologist, Petrologist (team teaching with Mike Shimeall)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completion of geology unit, the students will have acquired some of the basic skills and knowledge that is required of a geologist. Students will be evaluated by lab work completed and a written examination with an acceptable grade of 80% accuracy.	1. Read pp. 196-216, Modern Earth Science. Problems: A. 1-14, p. 215 B. 1-20, p. 216 C. group B, p. 216 D. Unit Review, pp. 217-218 2. FILMSTRIP & RECORDS, "Investigating Rocks" a. shale, sandstone, conglomerate. b. coal c. limestone and evaporates d. volcanic rocks e. granitic rocks f. metamorphic rocks g. recognizing rock-making materials. h. comparing rocks i. rocks and landscape 3. View the following rocks and minerals with a lans lens or microscope MINERALS: 1. Quartz 2. Feldspar 3. Mica-Muscovite 4. Mica-Biotite 5. Calcite 6. Hornblende	Rocks & Minerals, Golden Press Modern Earth Science, Chapter 12, Rocks. Investigating the Earth, Houghton Mifflin Co., Boston. Foundation of Geology, Lab text. Card File catalog 1. The Earth and the Editor of life, Beisen Arthur 2. A Guide to Earth History, Carrington, Richard How Old is the Earth, Hurley, Pat. Life--filmstrip, "The Not so Solid Earth" Life Periodical: "World We Live In" Geology, Reed, Chester "The Changing Earth", Viorst, Judith. Trilobite, Dinosaur, and Man, Simak, Clifford	1. Evaluation of students will be done by the following means: written objective examination with 80% accuracy. Lab work completed and handed in for evaluation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Rocks and Minerals, Herbert Zim	
	IGNEOUS ROCKS 7. volcanic rocks 8. Obsidian 9. Basalt 10. porphyry 11. granite 12. granite METAMORPHIC ROCKS 13. mica schist 14. slate 15. quartzite 16. Gneiss 17. talc 18. marble SEDIMENTARY 19. sandstone 20. shale 21. arkose 22. conglomerate 23. tufa 24. limestone A. View each rock and make a sketch and description of each one. B. Locate and collect various rocks found in the community		

TEACHER'S NAME TED ALLISON Grade Level 8

ELEMENT

Unit Title: Geologist, Petrologist

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Visit Elephant Hall, University of Nebraska (field trips) 5. What are some of the numerous rock formations in the world. Make a sketch of at least two different kinds of formations.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Sue Rikli

Grade Level 9

ELEMENT: Self Awareness
Career Awareness

Unit Title: Skin Care and Problems

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. By the end of the unit the students will show comprehension by discussing the anatomy of the skin. 2. At the conclusion of the unit the students will show knowledge by listing five values of the skin. 3. By the end of the unit the students will show comprehension by evaluating various skin problems correctly. 4. At the conclusion of the unit the girls will show analysis of skin specialists, and the problems they deal with by listing them properly.	1. Hand out a study sheet to be filled out by students. 2. Show diagrams of skin anatomy and problems. 3. Discuss skin specialists and the problems they deal with. 4. Have a cosmetologist or makeup specialist come and demonstrate proper skin care and application of make up.	1. Teacher developed study sheet. 2. "Essentials of Healthier Living," 3rd Edition, 1967., by Wiley. 3. "Health and Growth", 8T, 1972, Scott, Foresman and Co. 4. Transparencies and diagrams of the skin. 5. Cosmetologist.	1. The students will be able to discuss and show comprehension of the objectives by scoring at least 60% on a test.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Sue Rikli Grade Level 9

ELEMENT: Self Awareness; Career Awareness; Decision Making; Employability Skills

Unit Title: Laws and Requirements of Cosmetology School

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the conclusion of the unit the students will show knowledge by listing at least five requirements to enter cosmetology school.	1. Hand out a study sheet to be completed by students covering objectives.	1. Teacher-developed study sheet.	1. Students will score 100% on study sheet.
2. By the end of the unit the students will comprehend the duties of a cosmetologist in school and on the job.	Have a cosmetologist come and talk to class on her training and career.	2. List of cosmetology schools in Nebraska.	2. Students will score at least 60% on a written exam.
3. At the end of the unit the students will show knowledge by listing their requirements to become a licensed cosmetologist in the State of Nebraska.		3. "Laws Relating to the Reaction of Cosmetology", 1971, Dept. of Health, Bureau of Examining Boards, Lincoln.	
4. At the conclusion of the unit the students will show comprehension by listing at least three opportunities in cosmetology.		4. "Cosmetology Students Credit Book", Nebraska State Dept. of Health, Cosmetology Division.	
5. By the end of the unit the students will show comprehension of the advantages and disadvantages of a cosmetology career.		5. Minimum standards Relative to Curriculum, Staff, Instruction, Etc., as a school of cosmetology in the State of Nebraska.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		6. "Rules of Sanitation governing cosmetology Establishments", Nebr. Dept. of Health. 7. "A Cosmetology Handbook" for school of cosmetology, Nebr. Dept. of Health. 8. "Occupational Outlook Handbook, 1970-73, US.	

TEACHER'S NAME Linda Ritchie Grade Level _____

ELEMENT : Career Awareness

Unit Title: Printmaking: Slikscreening

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
To learn the basic steps to printmaking, and be able to produce a simple silkscreen print.	Develop an accurate sketch of the composition and label the 3 colors to be used. Cut a stencil for each color in the silkscreen composition. Set up silkscreen frame for printing: a. put newspapers down on desk. b. put paper to be printed on, on top of newspaper. c. Tape stencil for first color to paper . d. Lay silkscreen down on stencil, with silk tight against stencil. Print first color: a. spread ink out along one side of screen. b. Draw ink across screen with squeegee. c. Take screen and stencil off paper and allow paper to dry (clean screen) d. Proceed in the same way to print the other 2 colors.	Manual and Catalog of Screen Process Printing by the Naz-Dar Company. Resources in the way of examples shown by and discussed with the teacher. Handout sheet on silkscreening.	Evaluation of print according to the procedures to follow and correct composition and elements as critiqued by teacher.

Mat print

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Julie Jantzi Grade Level 9

ELEMENT: Educational Awareness, Career Awareness, Decision Making, Attitudes and Appreciation

Unit Title: School District

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students plan and design a school district and thereby are able to visualize and comprehend organization and work of this governing body.	REad American STate and Local Government, pp. 431-432, 440-441. Colliers, Vol. 8, pp. 601-603. Organize a group and design an ideal school district. For guidelines utilize guides set up by our surrounding school districts. The project must have typewritten descriptions of the origin of the board and district plus job descriptions for all personnel. Work may be enhanced with diagrams, constructions, etc. Visitations by Milford Board members discussing their view of and concepts of their position, those they represent, changes they wish to see, etc. Present plans to the board members to attain their reactions.	American State and Local Government, Snider, Appleton, Co., pp. 431-432, 440-441. Colliers, 1968, Vol. 8, pp. 601-603. Materials packet on "School Board Material" (There are materials collected from various school districts from our area.)	1. Complete a design of school district and present it orally to the class explaining why certain choices were made.
2. Students will be conscious of local school board proceedings shown in an oral report on their visitation to a local meeting.	Follow procedures at the school board meetings in the newspaper.		2. Oral presentation and discussion.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. Students will be able to explain where tax money is used in the district and evaluate its use in an essay.	Attend board meetings.	School Board Superintendent	Essay explaining the use of local tax dollars in the school district.

TEACHER'S NAME Julie Jantzi Grade Level 9

ELEMENT: Career Awareness, Educational Awareness and Decision Making

Unit Title: Organization of County Government

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will be able to demonstrate by winning the games that they are familiar with and able to recall materials read about county government.	Read materials, construct a game. Write 50 questions and their answers about county government on small cards. Answers should not be seen. Using a large sheet of poster board draw a picture of Nebraska and its 93 counties. Color them. Cut out 4 sets of markers or use colored beans, etc. Make 93 strips of paper and write a county name on each one. Make a small map, and label all the counties. TO PLAY: Each player draws a marker with a county name on it and puts one of his markers on that county. When the board is covered with markers, the game begins. The first player says the name of one of his counties and a county touching his. "Seward challenges York." The player who has York gets	Magruder's American Government, McClenagham, Allyn and Bacon, 1971, pp. 697-707. American Government in the 20th Century, Ebenstein and Mill, Silver Burdett, 1968, pp. 553-558. Civics for Citizens, Dimond Pflieger, J. P. Lippincott and Co., 1970, pp. 78-84. Citizenship and Government in Modern America, Bard Moreland and Cline, Holt, 1966, pp. 147-154. American Civics, Hartley, Vincent, Harcourt, 1970, pp. 181-185. Our American Government and Political System, Wit and Dionisopoulos, Laidlaw, 1972, pp. 522-541.	1. Play the game for 2 days and keep a chart of the winners.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	some paper and so does the Seward person. A question is read and the 2 players are given 60 seconds to write the answer. If the challenger answers correctly he gains York. If they both answer correctly neither gain, and if only the challenged person answers correctly, he can trade counties if he wishes to do so. The object of this game is to gain as many counties as you can. Variation: Challenger must call counties without help.		

TEACHER'S NAME Julie Jantzi Grade Level 9

ELEMENT: Decision making, Career Awareness, Educational Awareness

Unit Title: State Constitutions

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Student will formulate questions which require other students to make judgments, appraisals, evaluations, and distinctions in a game based on materials all have encountered.	Student write 100 questions based on the Nebraska State Constitution, on small cards, answers on the back, plus article and section where answer is found. In the corner write a number value for each answer. On a poster board, make a chart listing all the articles and Section of the Constitution. Make one marker for each player. TO PLAY: Student draws a question and answers it. If it is correct, he moves the suggested number of spaces. The object is to complete the constitution. A score keeper tabulates number of correct answers from each player and number wrong. Before questions are placed on cards they must be approved.	Constitution of the State of Nebraska of 1875, and subsequent amendments, 1971.	Play the game. Chart number of questions correctly answered by each student.
2. Students will be able to make appraisal, evaluations, and judgements based on reading in an oral report.	1. Judge speaks on how constitution is applied in court ruling. 2. Each student is assigned a section from an article to explain its meaning and cite a case which would fit that section.		Oral report

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. Students will be able to make predictions of outcomes in hypothetical, but related cases.	Given a situation, student groups will find sections of the constitution which apply and make a ruling. (Supreme Court setting)		Evaluate predictions or ruling made.

Teacher's Name Julie Jantzi Grade Level 9

ELEMENT Educational awareness, Career awareness, Economic awareness, Decision making.

Unit Title: Elements of Consumer Economics for Young Citizens.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will be able to chart financial income and output on a ledger sheet.	(Set) Pricing Game Show catalog pictures of various items, name types of insurance and cars and show pictures of houses and apartments. Students write down an estimate for each item. OBJECT: Be the closest without going over the actual cost. Checking done in math class. Have a prize and after each answer is corrected the person with the largest number of correct answers gets to hold the prize. The Prize goes to person with closest total estimate. 1. Examine personal finance ledgers. 2. Class "brainstorming" about items needed on a ledger. 3. Make a ledger form. 4. Doubles or singles fill in estimated costs of all items by the month. Interview of a married couple and local stores will be helpful and should be utilized.	Married couples in community local car dealers local banker local business Waneks local renters Frank Newton, Insurance and taxes General Business, DeBrown 1971, South Western "Consumer t.s. Series" Health Insurance Inst. FS 640.73 "The Bookkeeping Process" Society for Visual Ed., FS 657.2 "Managing your money Series" McGraw-Hill text, films FS 339.4 "Your World and Money" Money Management Inst., FS 338.4, D-36 "Your Money and You" Money Management Inst., FS 338.4, D-36 "How to Manage Your Money" Pleasantville, NY, 1971 V.F. How we Live, Fred C. Clark & Richard S. Rimanoczy, D. Van Nostrand Co., Inc., 1944, 330 Cla.	1. Complete ledger and description of estimated monthly input and output showing the difference between the two.

Teacher's Name Julie Jantzi Grade Level 9

ELEMENT continued

Unit Title: Elements of Consumer Economics for Young Citizens.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. Students will encounter a large variety of careers related to household buying.	5. Tour one of three car dealers. Choose one car and note price. 6. Lecture b y car dealer or banker explaining financing of cars. 7. Set up monthly car payments. 8. Presentation by an insurance agent. 9. Presentation by a tax expert. 10. Review in an English or typing text the proper forms for business letters. 11. Compose a letter to a place you think you might be able to work when you are 16-18. In the letter include: a. Explain that this is part of a class assignment to help you become better prepared for your economic future. b. Ask if they could give you some hypothetical answers either in an oral interview or a letter. c. Explain what you need to know.	Affluent Society, Galbraith 1968, 330 Gal Money Isn't Everything, Gay, Delacorte Press, NY, 1967, 330 Gay Economics for Living, Soule, Abelard-Schuman 1961, 330 Gou Buy Now, Pay Later, Hillel Black, William Morrow & Co., NY, 1961 Lifetime Investing for Security and Growth, E. Stanley Grant, Exposition Press, NY 1959 Sense With Dollars, e Charles Neal, Doubleday, Co., 1967 Wastemakers, Vance Packard McKay, Co., 1960 How to Stretch Your Income U.S. News and World Report 1971 Investment, Insurance and Wills, U.S. News & World Report, 1969	2. Fieldtrips, visitations, and letters.

Teacher's Name Julie Jantzi Grade Level 9

ELEMENT continued

Unit Title: Elements of Consumer Economics for Young Citizens

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Hypothetically 1. You are a (male) (Female) age_____ 2. You are married with no children 3. You are_____ (estimate height & weight) 4. You have just finished high school or you have finished 10 or 11 years of school 5. Work experience to this point 6. Would they hire you a. job description b. gross and net income they would pay 7. What changes would be necessary to improve your position. After the letters are returned read through them and choose a job you could qualify for. 12. Estimate your rent. On a sheet roughly describe the place you are renting. Stove or refrigerator. 13. Trip to Waneks a. Couples or singles pick our furniture needed		

Teacher's Name Julie Jantzi

Grade Level 9

ELEMENT

continued

Unit Title: Elements of Consumer Economics for Young Citizens.

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	for living. Fill out sheet listing furniture and price. b. Total the cost and based on the payment tables, estimate monthly payments.		
3. Students will be able to compare monthly income and output and predict future financial status in these prescribed conditions.	14. Find the differences between total monthly income and output. 15. Can this couple stay out of debt? 16. Compute how many months it will take this couple to create a $1,000.00 debt.	1. Ledger sheet from Obj. #1	3. Show difference between input and output and tabulate length of time it will take to reach $1,000.00 debt: $10,000.00 debt.
4. Students will prepare a balanced budget for input and output of monthly income.	17. Using combined salaries and a list of necessities, prepare a ledger sheet showing how much can be spent each month. Try to be realistic, but stay out of debt.		4. Completed balanced ledger sheet.
5. Students will be able to predict the difference a baby makes on financial status.	18. Make a list of items needed for a baby. 19. Borrow whatever you could. 20. Estimate cost of items you need to purchase.	1. Seward or Friend hospital 2. Local doctors 3. Local stores 4. Local parents 5. "Consumer F.S. Series" Health Ins. Inst. F.S. 640.72.	5. Complete a ledger sheet showing costs of all items and services.

TEACHER'S NAME Julie Jantzi Grade Level 9

ELEMENT

Unit Title: Elements of Consumer Economics for Young Citizens

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. Students will be able to estimate the cost of furnishings, foods, clothing, insurance, taxes, cars and rent.	21. Estimate doctor and hospital bills for a normal delivery. 22. Total the cost. 23. Play the Budgeting game. Student groups are hypothetically given $500. Within the group they are to pick out items from picture cards which total $500. The group closest without going over is the winning group. 24. Play Consumer.	"Consumer", published by Western Publishing Co., 1969.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Julie Jantzi Grade Level 9

ELEMENT: Attitudes and Appreciations, Career Decisions, Educational Awareness, Decision Making

Unit Title: Justice Under the Law (Local Court Systems)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will be able to compare two of five positions relative to salary, preparation and working responsibility encountered in our study of the court system in an oral speech.	1. Read pp. 199-215, and 238-241 in Civics text. 2. Prepare a booklet describing the position of a District Judge, Bailiff, Court reporter, Lawyer and a County Judge in the areas of average salary, preparation and work responsibility. Visitation from county judge. Field trip to City-County Building in Lincoln: a. district court b. county court c. bailiff	Loop and tape, parts 1, 2, 3. Job opportunities for a Legal Secretary, Nebr. Central Tech. American State and Local Government, (R353 Sni), Clyde Snider, pp. 302-333. Nebraska Blue Book, (B328 NE), pp. 577-596. Our National Government, FS 353, Civics, Ball & Rosch, pp. 199-215, and 238-241. FILM: "Justice Under the Law"	1. Impromptu speech. Draw two of the five positions and in three minutes or less compare in an oral speech the two positions by salary, prep, and work responsibility.
2. Students will be able to identify and explain procedures followed in a local court of law in a written trial.	Read articles of current events and develop a mock trial for the event. Speaker on court procedures.	Current newspapers and magazines. County judge District/county attorney Law office.	2. Oral readings of trials evaluation based on specific teacher developed form.
3. Students will be able to go through trial procedures in a mock situation.	Student commits crime, (staged) Teacher arranges for limited class witnesses. Rest of class is gone from room.	Local police Public Relations Director, Lincoln Police	3. Mock trial

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	2, Police and parent come into classroom and arrest student. (Policeman explains procedures.) Students appointed as lawyers, judges, witnesses, bailiff, clerk of court. Student is arraigned by county judge in classroom. Procedure explained. Lawyers prepare trial. Trial staged in county court room. Students from Concordia Teachers College are jury.	County Judge Texts listed above.	

Teacher's Name Bonnie Sibert & Sandi Christy

Grade Level 9-12

ELEMENT Economic Awareness; Decision Making; Beginning Competency; Employable Skills

Unit Title: Business Forms

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will gain knowledge of Business forms by viewing Business Forms Slide Presentation.	1. View Slides	1. Business Forms Slide Presentation.	1. Typing Performance of business forms.
2. Students will be able to fill out forms necessary when applying for a job.	2. Bring resource person from personnel office explaining forms used in applying for a job. Type actual information on job application blank, W-4, Social Security Application blanks. Type explanation of job-oriented forms and use of each in applying for occupation (for notebook use). If students do not have a social security card--send in their applications.	2. Typewriting Office Practice (selected Forms) Vocational English, pp. 264, 222, 223. Local U.S. Post Office Resource person from personnel office of bank in Lincoln.	2. Job Performance
3. Type purchasing and receiving forms.	3. Practice typing on forms from sample problems. Type information about an occupational use of each form for occupation notebook. Bulletin board routing purchasing and receiving	3. 20th Century Typewriting, pp. 278, 271, 281. Clerical Office Practice 4th Edition, pp. 53-66. Vocational English Book 3 p. 226.	3. Job Performance

Teacher's Name _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Typewriting Office Practice Set (Selected Forms)	
4. Selecting and composing correct style of telefax.	4. Students roleplay executive secretary situation composing telegrams. Each pair chooses specific occupation of their interest in dealing with this situation. Secretary types up correct telefax message.	4. Typewriting Office Practice (Selected forms). 20th Century Typewriting, pp 199, 269. Secretarial Procedures and Administration, p. 280.	4. Job Performance
5. Typing payroll forms	5. Figure hours an employee works. Figure overtime pay. List deductions. Figure total pay.	Typing Office Practice (selected forms) Solving Business Problems With Calculators, 3rd edition, McCready, Richard R., Wadsworth Publishing Co., Calf., 1969.	5. Job Performance
6. Handling of selected miscellaneous office forms.	6. Available here are several specific office forms pertaining to specific occupations. Students choose forms they wish to type according to interest in occupations. Type explanation of use of forms & how they relate	6. Typewriting Office Practice, (Selected Forms Secretarial Procedures and Administration, p. 588. Vocational English, pp. 233, 228.	6, Job Performance

Teacher's Name Bonnie Sibert , Sandi Christy

Grade Level 9-12

ELEMENT

Unit Title: Business Forms

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Reconstruct bulletin board showing different types of forms relating to specific occupations.		
7. Students demonstrate typing skill and knowledge of business forms.	7. Review slide presentation and/or daily work. Review notebooks.	7. Slide presentation Notebook Daily work	7. Timed production test with 80% accuracy.

Teacher's Name _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Bonnie Sibert

Grade Level 10

ELEMENT

Unit Title: Exploratory Business--Data Processing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. To satisfy the curiosity of the students who want to know what a course in data processing would offer them.	1. Teacher tells students that their presence in this school is recorded on punch card. The students find out their code no., and go by this code no. during time spent on data processing. Refer students to those who are presently taking data processing so they can ask questions. Define data, information, data processing and discuss.	Data Processing class	
2. Students will become familiar with the data processing cycle.	Discuss data processing operations: recording, classifying, sorting, summarizing, calculating, communicating, storing.	Fundamentals of Data Processing, Wanous, Wanous, Wagner	
3. Students will become familiar with manual data processing.	Demonstrate saving time by using carbon paper or carbonless forms. Embossed metal plates such as charge plates.	Exploratory Business, Dame, Patrick, Grubbs	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Student demonstration of sorting edge-notched cards by the needle-sort process. Students each take a card and record yes or no answers to a variety of questions. One student is asked to volunteer to sort the class cards by using a straightened paper clip. Examples of questions might be: Do you plan on making Business your major? Do you belong to FBLA? Would you be interested in joining FBLA?		
4. Students will have a basic knowledge of machines used in mechanical data processing.	Examination of electric typewriters, accounting machines at bank, and rotary calculators.		
5. Students will be able to identify an 80 column punch card and a 90 column punch card.	Pass around 80 and 90 column cards for student inspection.		

TEACHER'S NAME Bonnie Sibert Grade Level 10

ELEMENT

Unit Title: Exploratory Business--Data Processing

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. Students will be able to identify zone punches, digit punches and decode messages.	Teacher will explain the construction of an 80-column card. They will learn how to decode messages that have been punched without print.. By referring to the card code chart, the students print an interpretation of the card above each column having punches.		
7. Students will become familiar with electronic data processing.	Key punch demonstration. Students will visit the Vocational Technical College in Milford.		
Students will be aware of the career opportunities connected with data processing.	Student research		Self Assessment

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Bonnie Sibert

Grade Level 10--General Business

ELEMENT

Unit Title: Exploratory Business--Bookkeeping

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will develop their own bookkeeping equation and be able to relate it to the bookkeeping equation.	1. Students are given a problem situation which involves figuring out exactly what Mr. Brown owns and what he owes. Class compares methods used in determining the financial status of Mr. Brown. Class develops their own bookkeeping equation. Teacher puts the bookkeeping equation on the board next to the students' equation. Teacher relates the students' equation to assets, liabilities and proprietorship. Exploratory Business, p. 69, #1, 2, 3.; p. 70, #10-26.	1. 20th Century Bookkeeping and Accounting.	
2. Students will be able to prepare a balance sheet.	2. Each student is asked to prepare a list of assets and liabilities that would be found in their business. They may choose their father's occupation or choose from a list of occupations provided by the teacher.	2. Index of Occupations Related to Course Offerings.	

TEACHER'S NAME _____ Grade Level 1

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The students are encouraged to research an occupation unfamiliar to them, and then make a list that is as complete as possible.	Occupational Exploration Kit. Work Widening Occupational Roles Kit.	
	Teacher shows students how to make abalance sheet using proper form. The students, using the information they have gathered, make a balance sheet by estimating amounts.		Check, check minus or check plus.
	Given the assets and liabilities for a high school athletic department, students prepare a balance sheet.	20th Century Bookkeeping and Accounting, p. 13, Problem 1-2.	2. Balance sheet must be in balance and show knowledge of form.
	Oral Quiz	Self-Testing, P. 73, Exploratory Business.	
3. Students will be able to prepare an income statement.	3. Define net loss and net income. Do #1-8, p. 73. Class discusses purpose of income statement by studying a transparency.	3. Exploratory Business Transparency	
	Students prepare an income statement for themselves using an accounting period of one month.		Check, Check minus or check plus.
	#9, p. 74	Exploratory Business	60%

TEACHER'S NAME Bonnie Sibert

Grade Level 10--General Business

ELEMENT

Unit Title: Exploratory Business--Bookkeeping

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. Students will be able to record changes in asset, liability, and owner equity accounts.	4. Teacher introduces a T account and shows that like the balance sheet, the T account is based on the accounting equation. Class discussion of dcuble entry system. Students record financial transactions on T accounts with teacher assistance. Test	p. 76, Exploratory Business p. 78, Exploratory Business	60%
5. Students will recognize the study of bookkeeping as preparation for young people who desire successful participation in a variety of office and business occupations.	Explains what students would learn in a bookkeeping class. Students compile information on accounting and bookkeeping careers for business career file.	See resources from #3.	Teacher acceptance.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Bonnie Sibert

Grade Level 10--General Business

ELEMENT:

Unit Title: Exploratory Business--Stenographer

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students will define "stenographer".	1. Prepare written definition for career file.	1. Dictionary Exploratory Business, p. 113	1. Teacher and class agreement.
2. Students will become aware of the skills and abilities needed by a stenographer.	2. Student volunteer and teacher role-play an executive dictating a letter to the stenographer.	2. Student must dictate letter off the top of his head.	
	Stenographer transcribes letter and passes it around the classroom for evaluation.		Mailability
	List is made on board which includes the skills and abilities necessary to produce a mailable letter. Copy is made for career file.		Mailability
	Students spend several class periods learning shorthand, the students will be reading simple sentences, and if time permits, experimenting with writing shorthand.	Gregg Shorthand, Functional Method, Diamond Jubilee Series	Self-Assessment
3. Students will explore the professional and related fields in which a stenographer can	Class discussion of stenographic jobs related to fields of law, medicine, education, science, engineering, law enforcement, government.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students break into groups and research each of these fields.	Occupations related to course offerings index. Occupational Exploration Kit Work Widening Occupational Roles Kit	
4. Students will investigate the future of a stenographic career.	4. Class considers: a. employment security b. advancement opportunities. c. salaries d. hours e. contact with public	Exploratory Business, p. 114.	

TEACHER'S NAME Bonnie Sibert Grade Level 10

ELEMENT: Educational Awareness, Decision making, Beginning Competency, Employability skills

Unit Title: 10-Key Adding Machine

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the conclusion of the unit on the 10-key adding machine, the students will be able to:			
a. perform calculations in addition, subtraction and credit balances using the touch method of operation.	Lesson 1 & 2	10-key adding machine booklet Touch addition Slide Presentation	Self-test which the student times himself
b. Perform calculations using the subtotal key to obtain a partial total at any point in a column of figures.	Lesson 2	10-key adding machine booklet Subtotal slide presentation	Self-test which the student times himself.
c. Perform calculation in multiplication using regular multiplication with whole numbers.	Lesson 3	10-key adding machine booklet Multiplication slide presentation	Self-test which the student times himself
d. Use the correct terminology for the various parts of the machine.		Glossary	
e. Demonstrate the ability to teach someone how to add, subtract and multiply on one brand of the 10-key adding machine.	Students having difficulty working some of the problems may be assisted by those who have completed the booklet successfully.		Student evaluation

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Bonnie Sil[illegible]t & Sandi Christy Grade Level 9-12

ELEMENT All 8 elements

Unit Title: Future Business Leaders of America

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. State Vocational Guidelines state that every vocational high school SHOULD have a Future Business Leaders of America chapter at Milford business department. 2. Students prepare for business and office occupations through activities of FBLA. Purposes of FBLA 3-13 3. Develop competent, aggressive business leadership.	1. Establish an FBLA Chapter at Milford High School to be co-sponsored by both business teachers. 2. Contests include: a. spelling, public speaking, bookkeeping, extemporaneous speaking, general business, typing & shorthand, business principles and management, general office procedures, job interview, clerical competency, stenographic competency, business administration competency, boy student of the year, girl student of the year, best scrapbook, parliamentary procedure. 3 through 15 COMMUNITY ACTIVITIES Community resource business people will speak to the club throughout the year about various occupations. Sponsor clean-up day throughout town. Collect or buy and paint trash cans with letters "FBLA" to	FBLA-DBL, Incorporated Dulles International Airport P.O. Box 17417 Washington, D.C. 2 041 State of Nebraska Dept. of Vocational Education Guidelines Mrs. Ann Masters Administrative Consultant State Chairman FBLA State Dept. of Education 223 South 10th Street Lincoln, NE 68508 Official FBLA National Handbook Local Chapter of March of Dimes (films, speakers, materials) Community Business Men and Women Milford Information Center FBLA State Activities Reports Milford H.S. Administration: School Board School and local newspaper	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. Strengthen the confidence of young men and women in themselves and their work. 5. Create more interest and understanding in the intelligent choice of business occupations. 6. Encourage young men and women in the development of individual projects and in establishing themselves in business. 7. Encourage young persons to improve the home and community. 8. Participate in worthy undertakings for the improvement of business and the community. 9. Develop character, prepare for useful citizenship, and foster patriotism. 10. Participate in cooperative effort. 11. Encourage and practice thrift.	3-15 continued distribute by the school, parks and throughout the town. Set up recycling center in Milford and once a week or two weeks take material to Lincoln recycling center. Collect clothes and materials for Salvation Army. Assist local youth organization with retarded children activities. Work with National FBLA Project Help, March of Dimes (top 3 chapters working in this project receive awards from National.) Show March of Dimes film, have guest speaker, and rap session with high school body, sponsor film festival for V.D. and drugs. Develop mobile exhibit from a jeep or drone buggy to assist in passing out literature throughout the community for Red Cross		

TEACHER'S NAME Sibert and Christy Grade Level _____

ELEMENT continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
12. Encourage improvement in scholarship and promote school loyalty. 13. Improve and establish standards for entrance into business occupations. 14. "Develop self-confidence and strong, aggressive business leadership so that future businessmen and women may participate more effectively in the business and community life of which they are soon to be an integral part." 15. "Bring students together to deal with vocational preparation, national problems, community improvement, and worthwhile relationships with local, state and national groups interested in the welfare of youth."	3-15 continued working closely with Red Cross Emergency Squad of Milford H.S. Have medical person available for answering questions. Develop underground newspaper giving information on health. Prepare and deliver holiday treats for elderly at rest homes in Milford. Christmas caroling also. Work with bank officials in setting up health display. Certificates of appreciation can be given from FBLA to people in the community who assist in some activities. -Organize advisory council of businessmen to serve on local advisory board of FBLA. Set up typing service for businessmen. Gather broken toys to be sent to Lincoln Fire Dept. for repair and distribution for needy families at Christmas.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Work with MIC updating survey of business opportunities around Milford Organize panel of businessmen to speak on job careers and answer questions. PUBLICITY ACTIVITES Publish FBLA column in school newspaper. Promote publications in local newspaper through a member who is expecially interested in a journalistic career. During FBLA week, wear clothing showing or designating in some way their occupational interest through business. Promote the selling of ads of businessmen to publish one page-ad telling about FBLA during FBLA week. Contact schools around the area to establish new FBLA chapters (Geneva, Dorchester, Red Cloud, Hebron, York, Waverly.)		

TEACHER'S NAME _____ Grade Level 9-12

ELEMENT continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Prepare pamphlet explaining FBLA to distribute during membership drive. Produce a video tape on T.V. to be shown throughout FBLA week. Prepare display from high school for NBEA conference. COMPETITION ACTIVITIES Attend state and national conventions. Work with FFA on parliamentary procedure skills. Work on most original project for state conferences. Host a business skills day inviting business students from area schools to partivipate in contests. Guest night for area schools for fun and enjoyment get-together.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	LEADERSHIP ACTIVITIES Running for and holding state, local and national office. Demonstrate political awareness by helping set up campaigns for members running for office--use art skills in making posters--use speech skills in preparing speeches. Officers attent Fall Leadership Conference. SPECIFIC AWARENESS ACTIVITIES Older high school students act as counselors in business to Jr. high school students interested in business during a special session during FBLA week. With the help of counselor organize Career Day and bring in representatives from colleges and trade schools to speak to students and answer questions. Devote specific meetings throughout the year to specific		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	SPECIAL RECOGNITION ACTIVITIES Teacher recognition day during FBLA week promoting specific occupational area. Recognition of businessmen "Businessman of the Month." Awards given to outstanding boy and outstanding girl of the month.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

continued

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	occupations such as, Dr., helth, journalism, law, etc. Students research career areas and contact resource people and report findings at FBLA meetings. Prepare questionnaire for students on "What Does a Job Mean to Most Teenagers?" Collect findings and publish report to hand out to all interested people. Devote a meeting to a discussion on the Creed and Purposes of FBLA and how it all relates to each member and their occupational desires. MONEY RAISING ACTIVITIES Sell spook insurance to community businesses during Halloween. Have a garage sale using material donated from community and members of FBLA Raise money for FBLA Scholarship.		

Unit: Careers in Clothing and Textiles

Teacher's Name Pat Backemeyer Grade Level 10-12

Concept: Wide variety of occupations
Introduce various occupations

Subconcept: Careers in Clothing and Textiles

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
To gain a general knowledge of careers available in the area of textiles and clothing.	Discuss the possible job openings in the area of textiles and clothing. a. teaching b. merchandising c. extension service d. designing e. journalism f. planning and promoting g. television h. radio i. self-employment	Chapter 19 in the text, Clothing--A Comprehensive Study, by Hazel T. Craig FILM: "The Designer", from National Cotton Council of Americas. "The Fashionable Thing to do" from National Cotton Council of America.	List possible careers which are available to them in the area of textiles and clothing.
To be able to describe the textile careers in terms of educational requirements: personal qualifications, and job description and opportunities.	Discuss each occupation so that the student is aware of the type of job it is, the educational requirements; the job advanced opportunities and the job analysis. Discuss the personality requirements for a job as a dressmaker or fashion designer etc. Compare requirements of a self-employed worker to a large manufacturer. Have a resource person speak to the class about her career. Possible a buyer, designer or fashion planner from a local department store. Or perhaps a journalist who covers women's fashions for a local paper.		

Teacher's Name _____ Grade Level _____

Concept:

Subconcept:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Experiment with designing and creating new fashions as a newspaper advertising agency would. Look through newspaper to get ideas on displays and fashion coordinations.		Written exam after study of careers to measure the understanding and knowledge gain of each career discussed.

TEACHER'S NAME Jesse Reed

Grade Level 11

ELEMENT: Beginning Competency

Unit Title: Measurements in Chemistry

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. When you complete this unit, you should be able to: 1. Find the weight of an object using various types of balances. 2. Find the volume of a liquid using a graduated cylinder. 3. Find the volume of a regular object by direct measurement and calculations. 4. Find the volume of an irregular object by the displacement of water. 5. Learn to represent the results of experiments (data) graphically. 6. Use the slide rule to multiply and divide numbers of three digits or less. 7. Explain the relative accuracy of mass and volume in the measurement of the quantity of matter. 8. Set up and adjust Bunsen burner. 9. Cut and bend glass tubing to desired length and shape. 10. List several occupations where a knowledge of chemistry is essential or valuable.	Measure and calculate the volume of four containers using a metric ruler. Measure the volume of the same containers with a graduated cylinder. Weigh varying numbers of paper clips and make a graph of the results. Experiments: #2.2 Measuring volume by displacement of water. #2.8 The mass of dissolved salt. #2.9 The Mass of ice and water. #2.10 The mass of mixed solutions. #2.12 The mass of gas. Handout sheet--slide rule problems. Handout sheet--Bunsen Burner (adjustment of Bunsen Burner and glass bending) Slide presentation "Who Needs Chemistry"	Introductory Physical Science (Laboratory and Textbook) Slide series "Who Needs Chemistry"	Written test to check basic knowledge. Laboratory observation for proper procedures. Notebook check for proper recording of procedure, observations and conclusions.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Jesse Reed Grade Level 11

ELEMENT: Educational Awareness, Career Awareness

Unit Title: Characteristic Properties of Matter

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
When the student completes this unit he should be able to: 1. Use the slide rule to multiply and divide numbers of any size. 2. Be able to determine the density of a solid or liquid. 3. Conduct an experiment to find the melting or freezing point of a substance. 4. Construct and understand a graph of the cooling curve of a substance. 5. Use small quantities of a substance in determination of melting point (micro-melting point). 6. Conduct an experiment and construct a graph from the data to show the boiling point of the substance. 7. Be able to understand the graph of the boiling point of a substance. 8. Be able to list at least two characteristics of all solids and liquids.	EXPERIMENTS: #3.2 The Density of Solids #3.3 The Density of Liquids #3.4 The Density of a Gas #3.11 Freezing and Melting #3.12 Micro-Melting Point #3.13 Boiling Point Handout Sheet--Slide Rule Problems. Slide Series "Pharmacy" FILM: "Tommy Looks at Careers--Chemistry"	Introductory Physical Science (Laboratory & Textbook) Slide Series "Pharmacy" FILM: "Tommy Looks at Careers--Chemistry", Sterling films.	Written test to check basic information. Laboratory quizzes to check procedures.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Jesse Reed

Grade Level 11

ELEMENT: Educational Awarenoss, Career Awareness

Unit Title: Solubility

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
When you have completed this unit you will be able to: Define solubility in terms of solvent and solute. List five conditions which must be considered in describing the solubility of a substance. Construct a graph of solubility from a set of data. Use a graph of solubility to determine the amount of substance which will dissolve in the solvent at a given temperature. Perform an experiment to check the solubility of various solutes in various solvents. Be able to list at least five careers for which chemistry is needed.	EXPERIMENTS: #4.1 Solubility of two substances in equal quantities of water. #4.2 The Effect of Temperature on Solubility #4.4 Testing the Solubility of various substances in different solvents. Construct graph from data on handout to show the solubility of various substances at various temperatures. Problems to aid in understanding of solubility with change in temperature (H,D, &L^S #4,5,6,7,8,9,12, & 14) Problems to aid in the general understanding of solubility (H,D, & L^S # 17, 18, 35, &36) FILM: "Tommy Looks at Careers Chemistry"	Introductory Physical Science FILM: "Tommy Looks at Careers--Chemistry", Sterling Films	Written test--factual material. Laboratory check to evaluate procedure and observations.

(over)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	OPTIONAL Exercise--Ditto--Solubility as a characteristic property. Question #20, H,D, & L's		

Career Information
Physics

Television and Radio Servicemen

Electrical Engineer-Civil Engineer-Architectural Engineer

Slide Presentation--University of Nebraska
Visitation at University for interested students

Air Conditioning--Heating--Refrigeration

Meteorology

Optional Unit--Collecting, recording, and making forecast from information

X-Ray Technician (Radiology)

Optional Unit: Processing of X-Ray film
Exposing X-Ray film with various materials
Visitation--Radiology Department--St. Elizabeth Hospital

Optometrists
The O.D.'s Vision Care Specialists

Medical Electronics (EKG Technicians, EEG Technicians, Inhalation Therapist, Photometric Laboratory worker)

Optional Units: Photometric Examination of fluids
Determination of Metabolic Rate

Optional Field Trip: Seward Hospital EKG

Scientific Research

Film: Search, General Motors, November 14
Film: Fair Today, Futurama Tomorrow, November 21

Career Information
Chemistry

Pharmacist

Film: "This Is Pharmacy", Sterling, April 17

Chemist

Film: "Tommy Looks at Careers", Chemistry, Sterling, October 10

Environmental Scientist

Film: "The Gifts", Modern, April 4
FIlm: "Air is for Breathing", Shell, November 6

Biochemist

Soil Scientist

Optional Unit: Examination and testing of soils

Criminologist

Pest Control (Exterminator)
The Living Soil, Shell, April 9
Pesticides in Focus, April 11

Chemical Engineer
Film, "The Chemical Engineer", Atlas Chemical, February 12

Oceanography
Film: "Land of the Sea", Modern, November 7

Geologist

Photography and Photographic Laboratory Worker
Film: "Cameras and Careers", Kodak, December 12
Field Trip for interested students, Smaple's Studio, Seward

Atomic Scientist
Film: "Preparing for Tomorrow's World", Atomic Energy Commission, January 17
FIlm: "Your Place in the Nuclear Age", Atomic Energy Commission, January 15

Career Information
Biology

Nurse (RN, LPN, Nurse's Aide)
Film: "Future Nurse", State Health, February 27
Tour, St. Elizabeth Hospital

Life Scientist
Film: "Endless Chain", Atomic Energy Commission, September 12

Medical Laboratory Worker
FIlm: "Horizon's Unlimited", Modern, January 9
Tour, St. Elizabeth Hospital

Wildlife Management
Film: "A Noble Venture", Modern, January 23
Film: "Farm", Modern, December 5

Public Health
Film: "So Much for So Little", State Health, May 8

Psychologists

Forestry & Range Management
Film: "To Touch the Sky", Modern, April 18

Doctors and Surgeons
Film: "The Surgeon", Modern, January 8
Film: "Heritage of Operating Room 'D'", February 14

Microbiologist

Dietitian
Film: "Toward the Victory of Health", Modern, March 13

Nurserymen

Veterinarians
Field trip for interested students, Watchtower Animal Clinic

Dentits
Film: "Pattern of a Profession", State Health, November 14

DISASTER TEAM TRAINING

CONCEPTS: Education and Work are Interrelated

Social Fulfillment

COURSE GOALS: To develop a comprehensive First Aid Course which will qualify the participants as members of a Red Cross Disaster Team.

To establish this team as a member of the American Red Cross Disaster Organization.

To provide opportunities for these students to practice and teach first aid at school and in the community.

To help the student evaluate his qualifications and interests in this and other related medical occupations.

UNIT ONE--BASIC FIRST AID

UNIT GOALS: To teach the basic knowledge and techniques of first aid.

To set up learning situations which will enable the student to practice these techniques.

To help the individual develop an awareness of the knowledge and personal characteristics required in this area of the medical field.

To help the student evaluate himself with the understanding of these criteria and his interests.

TEACHER'S NAME Jesse Reed Grade Level _____

ELEMENT

Unit Title: The Knowledge of first aid is useful at school and in the home Part 1: Shock, bleeding, breathing, and poisons

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Upon completion of this unit the student will know: Some of the symptoms of a person in shock the treatment for shock the procedure to stop a nosebleed how to apply a pad to stop bleeding the pressure points and how to apply pressure in these areas to stop bleeding how to apply mouth-tomouth breathing the steps used in treating someone who has taken poison when you should and should not make the patient vomit	Students will learn basic information using individualized instruction materials (Basic First Aid--Book 1) <u>Laboratory Exercises</u> Procedures to stop the flow of blood Applying various types of bandages mouth-to-mouth breathing FILMS: "Artificial Respiration" "Shock" "Bleeding and Bandaging" "One Who Cared"	Basic First Aid--Teacher's FILMS: (Nebr. Dept. of Health) Artificial Respiration 13C Shock 14C Bleeding and Bandaging 28C (Red Cross) One Who Cared 14C Charts (Red Cross #320113) BOOKS: <u>The Book of Survival</u>, Anthony Greenbank <u>Family Medical Guide</u>, Better Homes and GArdens <u>First Aid</u>, American Red Cross Materials (For each 2 students) 1 strip of cloth 3" X 72" (roller bandages) 2 cloth square 36" X 36" 1 blanket cloth strips	Written test--basic information Laboratory check to be certain each student can apply information in practice sessions. (stopping bleeding, bandaging, breathing)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

Part 2: Broken Bones, Burns and Rescue

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Upon completion of this unit, the student will know: when he should apply a splint the proper procedure for applying splints the nature of injuries which may cause a sprain the treatment for a sprain the treatment for a bruise procedure when a person has a back or neck injury steps in the treatment of burns (chemical & heat) how to prevent and treat a sunburn precautions to be used where there is a gas leak how to avoid carbon monoxide poisoning the procedure used to rescue someone from a burning building gas poisoning first aid	Students will use individualized instruction materials (Basic First Aid--Book 2) to learn basic information. Laboratory Exercises Drill in applying slings and splints Practice dragging a person FILMS: "The Wish to Give" "Fractures and Splinting" "Transportation of the Injured" "Burns"	Basic First Aid--Teacher's FILMS: (Red Cross) "The Wish to Give" 15 C (NE Dept. of Health) "Fractures and Splinting" 28 C "Transportation of the Injured" 14 C "Burns" 14 C BOOKS: First Aid, American Red Cross The Book of Survival, Anthony Greenbank Family Medical Guide, Better Homes and Gardens Charts (Red Cross #320113)	Written test to be certain students understand basic information. Check of each student's ability to apply first aid techniques in bandaging and splinting.

TEACHER'S NAME Jesse Reed Grade Level _____

ELEMENT

Unit Title: The knowledge of first aid is useful at school and in the home Part 3, Internal injuries, Heart attack, and Bites

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Upon completion of this unit, the student will know: the proper care for someone with a head injury some of the causes of internal bleeding symptoms of patient with internal bleeding and treatment symptoms and treatment for epileptic attack symptoms and treatment for heart attack how to prevent and treat fainting caused of tetanus and prevention how to avoid snake bites and how to treat a person who has been bitten by a snake precautions about and treatments for other animal bites how to treat insect bites	Students will use individualized instruction materials (Basic First Aid Book 3) to learn basic information. Laboratory Exercise Drill in recognition of poisonous insects and snakes FILMS: "Danger is Your Companion" "Poisonous Snakes" "First Aid on the Spot" "Strokes" "Candidate for Stroke" "Myocardial Infarction: Parts 1 and 2"	Basic First Aid, Teacher's FILMS: (Red Cross) "Danger is Your Companion", 16 BW (NE Heart Assoc.) "Strokes", 6 C "Candidate for Stroke", 18 BW BOOKS: First Aid, American Red Cross The Book of Survival, Anthony Greenbank Family Medical Guide, Better Homes and Gardens Charts (Red Cross #320113)	Written test on basic information.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

Part 4: Heat Stroke, Frostbite, Electric Shock, and Water Safety

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Upon completion of this unit, the student will know: the two types of body reactions to too much heat and the treatment for each characterisitcs and treatment for frostbite methods used to extinguish different types of fires how to rescue a person who is in contact with electrical wires treatment for electrical shock several methods to rescue a drowning person steps to revive a person who is drowning	Students will learn basic information using individualized instruction materials (Basic First Aid, Book 4) Laboratory Exercises Examination of electrical cords and devices to illustrate possible dangers. Demonstration of burning and methods of extinguishing fires. FILMS: "Drownproof" "Water is Fun" "Water Rescue" "First Aid Now"	Basic First Aid, Teacher's FILMS: NE Dept. of Health: "Drownproof", 11 C "Water is Fun", 14 C "Water Rescue", 12 C "First Aid Now", 26 C BOOKS: First Aid, American REd Cross The Book of Survival, Anthony Greenbank Family Medical Guide, Better Homes and Gardens Materials: Various types of electrical cords and appliances candles pans and crucibles with lids	Written Test--basic information. Each individual to demonstrate mouth-to-mouth breathing.

UNIT TWO--DISASTER TRAINING

UNIT GOALS: To teach the causes and effects of natural and man-made disasters.

To familarize the students with the equipment and procedures used to aid the victims of disasters.

To help the students understand the emotions and actions of people involved in a disaster.

To give the participants the opportunity to serve and apply their first aid training.

TEACHER'S NAME Jesse Reed Grade Level _____

ELEMENT

Unit Title: Training in the medical field makes it possible for us to be of service to others

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Upon completion of this unit, the students will know: the safety rules for a tornado alert the types of injuries sustained and the help needed by tornado victims some actions that can be taken to protect a community against flooding some of the clean-up activities in a flooded community causes and effects of earthquakes types of radiations from radioactive materials the harmful effects of exposure to too much radiation how to operate Geiger counters to detect radiations how the American Red Cross and other organizations are equipped to aid in disasters	Students will learn basic information pertaining to natural disasters by film discussion method. They will learn the information related to the types of radiation and the use of detecting devices by lecture demonstration. They will tour the Red Cross Headquarters in Lincoln and be given disaster instructions there. The group will be established as a part of the Red Cross Disaster organization. During the school year, the Disaster team will have special assignments during fire and disaster drills. The Disaster Team will set up first aid stations for special occasions, such as the Milford Fall Festival. an organized sequence will be established for action if there is a request for the Disaster Team by the Red Cross. Practice drills will be used to test this organization.	FILMS: (Red Cross) "A Call to Action" 13 C "Tornado Emergency Action" 5C "Community Disaster Action", 4 C "Flood Emergency Action" 5 C (Bell Telephone Company) "Unchained Goddess" 55 C (NE Dept. of Health) "If Disaster Strikes" 14 C "Radioactive Fallout and Shelters" 28 C "Tornado" 15 C "First Aid Now" 26 C BOOKS: The Book of Survival, Anthony Greenbank The Book of Storms, Eric Sloan The Nature of Violent Storms, Louis Battan The Elements RAge, Frank Lane Havoc, William Bixby MATERIALS: Geiger Counters Dosimeters Radioactive materials	Written test--causes and effects of disasters. School and city officials will be asked to evaluate the effectivenes of the program. Students will be given an opportunity to express their opinions as to how well the goals of the course were met and the value of the course to them.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
The various roles which will need to be assumed by a disaster team. some of the individual characteristics required of members of a disaster team some occupations which require individual characteristics similar to those of a member of a disaster team.	Students will be available to teach first aid classes. Students will serve from the Disaster Van at a rest stop or other location to familarize them with its operation. Each individual will spend at least 4 hours in an emergency ward to observe the treatment of injuries. Laboratory Exercises Learn to operate Geiger counters. Check various materials for radioactivity and the degree of activity. Obtain and organize materials for a First Aid Station. FILMS: "A Call to Action" "Tornado Emergency Action" "Community Disaster Action" "Flood Emergency Action" "Unchained Goddess" "If Disaster STrikes" "RAdioactive Fallout and Shelter" "Tornado" "[illegible]"		

Career Information
Biology

Nurse (RN, LPN, Nurse Aide)
- Film - Future Nurse - State Health
- Film - The Involved Ones - Modern
- Tour - St. Elizabeth Hospital

Life Scientist
- Film - Two for Fox...Two for Crow - Modern
- Film - Endless Chain - Atomic Energy Commission

Medical Laboratory Worker
- Film - Horizons Unlimited - Modern
- Tour - St. Elizabeth Hospital

Wildlife Management
- Film - A Noble Venture - Modern
- Film - Farm - Modern

Public Health
- Film - So Much For So Little - State Health
- Film - Doctor - Teacher - Friend

Psychologist
- Film - Emotional Health - State Health
- Film - Don't Be Afraid - State Health

Forestry and Range Management
- Film - To Touch the Sky - Modern
- Film - The Forever-Living Forests

Doctors and Surgeons
- Film - The Surgeon - Modern
- Film - Heritage of Operating Room "D" - Modern

Microbiologist
- Film - Introduction to the Flourescent Treponemal Antibody Test - State Health

Dietitian
- Film - The Career Game - Modern
- Film - Toward the Victory of Health

Veterinarians
- Film - The Covenant - Modern
- Field Trip for interested students - Watchtower Animal Clinic

Dentist
- Film - Pattern of a Profession - State Health
- Film - Dental Assistant - State Health

Career Information
Chemistry

Pharmacist

Slide series - "I'll Take Pharmacy"

Chemistry

Film - The Torture Testers - Modern
Film - How Much Is a Miracle - Modern

Environmental Scientist

Film - Air Pollution and Cars - General Motors
Film - The River Must Live - Modern
Film - Air Is For Breathing - Shell Oil Company

Biochemist

Film - What It Takes Is Time - Modern
Film - Laboratory of the Body - Modern
Film - Search at Schering - Association-Sterling Films

Soil Scientist

Optional Unit - Examination and testing of soils

Pest Control

Film - The Living Soil - Shell Oil Company
Film - Pesticides in Focus

Chemical Engineer

Film - Bridge to Tomorrow - Modern

Oceanography

Film - Land of the Sea - Modern
Film - The Deep Frontier - Modern

Geologist

Film - The Fossil Story - Shell Oil Company
Film - This Land - Shell Oil Company

Photography and Photographic Laboratory Worker

Film - Cameras and Careers - Kodak
Film - Schlieren - Shell Oil Company
Field trip for interested students - Sample's Studio - Seward

Atomic Scientist

Film - Preparing for Tomorrow's World - Atomic Energy Commission
Film - Your Place in the Nuclear Age - Atomic Energy Commission

Career Information
Physics

Television and Radio Servicemen

Film - The Electronics Service Technician - Futures Unlimited - Association-Sterling Films

Electrical Engineer - Civil Engineer - Architectural Engineer

Film - Anatomy of a Road - General Motors
Film - Micro - Modern
Film - The GMI Route - General Motors
Film - Be A Marine Engineer - Modern

Air Conditioning-Heating-Refrigeration

Visitation - Southeastern Nebraska Technical Community College, Milford

Meteorology

Optional Unit - Collecting, recording, and making forecast from information

X-Ray Technician (Radiology)

Film - The Revealing Eye - Shell

Optional Unit - Processing of X-Ray film
Exposing X Ray film with various types of radiation
Visitation - Radiology Department - St. Elizabeth Hospital

Optometrists

Film - The O.D.'s Vision Care Specialists - Modern

Medical Electronics (EKG Technicians, EEG Technicians, Inhalation Therapist, Photometric Laboratory worker)

Film - Medical Electronics - Modern

Optional Units: Photometric Examination of fluids
Determination of Metabolic Rate

Optional Field Trip: Seward Hospital EKG

Scientific Research

Film - Search - General Motors
Film - Fair Today, Futurama Tomorrow

TEACHER'S NAME Mike Shimeall Grade Level 11th

ELEMENT: 1. The Role of a librarian is an important one.
2. The duties are varied
3. Even a Layman may enrichen his life by an understanding of that role

Unit Title: The Love-Life of a Bibliophile, or The World of a Librarian

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon the completion of this unit the student will: a. have a background knowledge of the wide variety of duties performed by a librarian. b. Have a basic understanding of the workings of a library and the Dewey Classification System. c. Be able to locate and use library resource material on his own.	1. Students will read pages 1-3 of Handout--to gain a knowledge of the librarian's duties. 2. Student will complete library problem #1 to understand the functions of our librarian, and the lay-out of our library. (p. 4) 3. Students and teacher will discuss the various types of reference material--and the Dewey classification. (pp. 5-11) 4. Students will return to library to complete library problem #2, to experience some activities performed by librarian.	1. Hand-out on the Milford Jr. Sr. High School Library. 2. Overhead transparency folder on the library.	1. Library problem #1 is an introduction to the Milford Jr. Sr. High School Library. 2. Library problem #2 will evaluate the students knowledge and understanding of the basic working of the library and the duties of the Librarian.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Joyce Caleca & Penny Jans

Grade Level 11-12

ELEMENT: Self awareness, Career awareness, economic awareness, decision making, beginning competency, attitude and awareness

Unit Title: Technical Reading

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the beginning of the course, the student willbecome aware of reading needs and vocational interest by taking a teacher-made diagnostic reading test and the strong vocational interest test and evaluating the results with the teacher.	WEEK 1: Teacher-made diagnostic reading test (2-3 days) Strong Vocational Interest Test (1 day)		The student will discuss with his teacher the areas of strength and weakness as shown by the diagnostic reading test.
2. By the end of the fourth week, the student will demonstrate his understanding of technical vocabulary by compiling a mini-dictionary of at least 25 technical words for a trade magazine using parts of speech, phonetic spelling, meanings, Etymology and use in context.	WEEK 2: Introduction to Trade and Professional magazines & Books. Introduction to Consumer Reports--Library activities (see attached sheet) Why it's important to read. Adjusting reading speed to materials. Overview of magazines Varying points of views in different magazines Evaluating what you read.	"The Trade Magazine", Voc. English, Unit 5, pp. 137-144. English on Job, Book 1, pp. 29-33. How To Become...Lesson 2 and 6. How to Improve...Lesson 9 How to Become...Lesson 7 How to Improve...Lesson 8 How to Become...Lesson 10	The student will successfully locate the article or articles stated in the Consumer Reports activities and state at least two reasons for his selection.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	WEEK 3: Dictionary Skills 1. Each student will choose from his selected material one sentence containing a technical term or word. (The sentences will be compiled by teacher for use in class discussion.)	Voc. English, Book 2, Unit 2, chapter 2 Be A Better Reader IV, pp. 63-75	
	2. The student will choose a list of 10 technical terms or words used repeatedly in his selected materials. He will look up pronunciation and definition of each term.		The student will write correctly the definition and pronunciations for 8 of the 10 words he selected
	3. Write the phonetic spelling without using a dictionary, for at least 10 technical words.		The student will write correctly the phonetic spelling, without using a dictionary for 8 of the 10 technical words.
	4. Assign: By the end of the fourth week the student will demonstrate his understanding of technical vocabulary by compiling a mini-dictionary of at least 25 technical words for a trade magazine using parts of speech, phonetic spelling, meanings, Etymology & use in context.		The student correctly write the phonetic spelling, parts of speech, meanings, Etymology and use in context for the 25 words of the mini-dictionary.

TEACHER'S NAME Joyce Caleca and Penny Jans Grade Level 11-12

ELEMENT:

Unit Title: Technical Reading

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. By the end of eight weeks the student will have prepared and will present a project of his choice by researching and applying information to a practical situation. The student must use a minimum of five technical sources.	WEEK 4: Using Source materials.	Karlin, pp. 207-212	3. The project paper will consist of 4 pages containing information gained directly from researching at least 5 technical sources and will follow an outline of at least 5 major points.
4. To demonstrate his ability to find technical information, the student will discuss at least two methods he used to locate the materials and media he utilized in preparing his project.	WEEK 5: Reading for main ideas. Reading for Details. Topic Sentences Outlining Methods of Organization--External internal Order of events 6 journalism questions. Assign: By the end of eight weeks the student will have prepared and will present a project of his choice by researching and applying	Karlin, pp. 190-200 Voc. English Book 3, Unit 1, Chapter 3. Be a Better Reader IV, Chapter 5 & 6. Voc. English, Book 3, Unit 1, Chapter 4. How to Improve...Lesson 5 Karlin, pp. 200-205 How to Improve...p. 103, Herber, 103-107.	4. The student will discuss at least 2 methods he used to locate materials for his project.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	information to a practical situation. The student must use a minimum of five technical resources.		
	WEEK 6: Skimming and Scanning Differences between skimming and scanning and uses. 1. Skim for new innovations in area of interest (new farm equipment, new medicines, new irrigating techniques, etc.) 2. Scan material for names of people about whom you might give a speech. 3. If giving a speech on a well-known person in your interest area, skim materials for information to put in outline form.	3M Transparencies Basic Reading, II Voc. English, Book 3, Chapter 5 How to Become...84-87 Be a Better REader IV, Chapter 8	The student will list at least 3 new innovations he has discovered by skimming the technical materials. The student will list at least two names of well-known people. The student will prepare an outline of at least 5 major points containing information obtained by skimming.

TEACHER'S NAME Penny Jans and Joyce Caleca Grade Level 11-12

ELEMENT

Unit Title: Technical Reading

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	WEEK 7: Words in Context Context clues	How to Improve...Lesson 12 Herber, Chapt. 8 Tactics in Reading II, pp. 13-20.	
	1. The student will find two sentences in his reading which illustrate each type of context clue.		The student will find two sentences which correctly illustrate each type of context clue.
	2. The student will select 4 words from his mini-dictionary and will write 4 sentences developing 4 kinds of context clues. (if possible, student should use one word in four ways).		The student will select 4 words and correctly write 4 sentences developing 4 kinds of context clues.
	WEEK 8: Following Directions	How to Improve...Lesson 7 Karlin, p. 212	
	Order of Directions Following activities (see attached sheet for directions) Assembling kite recipe oragami taking pictures puzzle	"Dramatic and Improvisational Activities", p. 6. "Classroom Games and Activities" pp. 1-2. Programmed Reading, pp. 96, 100.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	problem Secret code	Progressive Reading, p. 99 Progressive REading, p. 104	
	1. Student will write directions (utilizing at least five steps) outlining a procedure to be followed. Students will trade directions and follow each other's directions.		The students will write their directions clearly enough so that others can follow them.
	WEEK 9: Presentation of Projects. Application of Reading Skills to school subjects.	How to Improve...Lesson 14 & 15. Be a Better Reader, Chapter 14. How to Become, Lesson 11	
At the end of nine weeks the student will demonstrate his reading progress by scoring 15% better on a final diagnostic test than on the original diagnostic test.	Course Evaluation		The student will score 15% better on a final diagnostic test

TEACHER'S NAME Ted Allison Grade Level 12

ELEMENT: Self Awareness, Educational Awareness, Career Awareness, Attitude Appreciation

Unit Title: Sociologist

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Students at the end of the learning package will have a basic comprehension of a sociologist. At the completion of the learning package the student will receive enough information from these various activities, that they will be able to simulate the duties and activities of a sociologist. Students will be evaluated by quality of work handed in.	1. As a sociologist, conduct a research on a particular culture or group of men. Study the behavior and interaction of this group. Trace their origin and growth. Find all the information you can about this particular group and analyze the influence of your activities and standards on individual members. 2. As a sociologist, make a study of individuals or communities in an attempt to discover the causes of social problems such as crime, juvenile delinquency, or poverty. You may choose the area in which you would like to conduct research.	BOOKS: Society and Culture, Merrill, Francis E., 301. Status Seekers, Vance Oakley Packard, 301. FILMSTRIP & RECORDS: "Social Problems", Quality filmstrips. Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.	1. The quality of work which is given to instructor by students will determine the grade from this learning package.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

SOCIOLOGIST

NATURE OF WORK: Study the many groups which man forms--families, tribes, communities, and states, and a variety of social, religious, political businesses have arisen out of living together. They study the behavior and interaction of these groups, trace their origin and growth, and analyze the influence of group activities on individual members. There are many ways for a sociologist to specialize. They may study individuals, families, or communities in an attempt to discover the causes of social problems. They may conduct surveys on public opinion or population trends.

EMPLOYMENT TREND: Most are employed as teachers, but research conducted might increase during the 70's.

PREPARATION: Masters Degree in Sociology is usually minimum requirement.

SALARY: Teachers--Medium salary was $13,500.00. Industry, $14,000.00 to $15,000.00, medium salary. About 10,000 people were employed as sociologists.

TITLE OF OCCUPATION

NATURE OF WORK: Newspaper Reporter gather information on current events and write stories on many subjects for publications in daily or weekly newspapers. In covering these events, they may interview people, review public records, attend news happenings and do research.

EMPLOYMENT TREND: Well-qualified beginners with exceptional writing talent will find good employment opportunities through the 1970's.

PERSONAL CHARACTERISTICS: "Nose for News". Curiosity, persistence, initiative, resource fulness, an accurate memory and the physical stamina necessary for an active and oftern fast-paced life. Skill in typing is useful since reporters often type their own news stories.

PREPARATION: Should take English courses that include writing, as well as such subjects as sociology, political science, economics, history and psychology. Reading and conversational ability in a foreign language. Editors usually require a B.A. in Journalism.

SALARY: Varies with job and amount of work produced.

TEACHER'S NAME Ted Allison

Grade Level _____

ELEMENT : Self Awareness, Educational Awareness, Career Awareness

Unit Title: REPORTER (News Correspondent) WRITER

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
At the end of this learning package the students will have a basic comprehension of a News Reporter or editor career. They will be able to simulate the duties and activities of a reporter. Students will be evaluated by quality of work handed in.	As a reporter write an article on one of the following: 1. summarizing a speech. 2. Covering civic and club meetings. 3. Writing obituaries. 4. Interviewing visitors to the community. 5. Covering a sports event. 6. Covering police proceeding. 7. Minor news events. Be a sports editor in which you would forecast upcoming games make a poll of the best teams. Write up a marriage ceremony; This may be actual or hypothetical.	OPPORTUNITIES: American newspaper publishers Assiciation 750 third Avenue New York, NY 10017 Fellowships: The Newspaper Fund Box 300 Princeton, N.J. 08540 Theta Sigma Phi 106 Lantern Lane Austin, Texas 78731 Information of Union Wages: or American Newspaper Guild Research Department 1126 16th Street, NW Washington, D.C. 20036 Opportunities: American Councilor Education for Journalism, School of Journalism, University of Missouri Columbia, Missouri 65201	The quality of work which is given to the instructor by students will determine the grade from the learning package.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Gather information and write an editorial on some current news issue concerning the nation and world. You may choose the issue to write on. An example might be the Watergate Issue. OPTIONAL EXERCISE Do Research on Current Events which would enable you to write a cartoon series on the political or social system. An example of this would be Andy Capp or Doonesbury.	Association for Education in Journalism 425 Henny Mall, University of Wisconsin Madison, Wisconsin 53706	